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ABSTRACT

Guidelines are presented to ensure sex equity in the Washington state public schools. A legislative mandate requires the Superintendent of Schools to apply provisions of the sex equity statutes to any activity conducted by or on behalf of a school district. Every year, one third of the state's 296 school districts are required to complete an assurance form and submit associated proofs of compliance with sex equity law. Twenty to thirty school districts are then monitored on site as confirmation. This three-part monitoring guide is designed to help districts and state regulators assess the level of compliance with the sex equity in education statutes. The first portion of the guide is an Internal Assessment Packet to be used internally by districts for self-assessment. It contains sample policies, checklists, staff questionnaires, and other assessment tools. The second part of the guide is the "Monitoring Review Packet" used by districts for compliance in paperwork and the generation of forms required for state regulators. An appendix contains copies of relevant revised codes, state administrative codes, and other reference documentation to help districts understand sex equity in education guidelines. An introduction to the Internal Assessment Packet discusses Federal and state equity law and Title IX of the Education Amendments of 1972. (SLD)

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Office of the Superintendent of Public Instruction

Pursuant to Chapter 28A.640 RCW Anti-Sex Discrimination Legislation Washington State

ED 410 341

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Sex Equity Monitoring Guide

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Sex Equity Monitoring Guide

Chapter 28A.640 RCW
Washington State Anti-Sex Discrimination Legislation

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Introduction

The Sex Equity Monitoring Process

The Office for Equity Education, Office of Superintendent of Public Instruction, is responsible for reviewing and measuring compliance with chapter 28A.640 RCW, Washington State's sex equity in education statute. This review authority is broad and it applies to all educational programs and activities of the 296 school districts statewide.

Chapter 392-190 WAC states that the superintendent will apply provisions of the sex equity statutes to "any activity conducted by or in behalf of a school district, including but not limited to, preschool, adult education, community education and vocational technical program activities." The Office for Equity Education also provides associated technical assistance to local school districts and programs conducted by or on behalf of a school district.

When Sex Equity Monitoring Occurs

Each year, one third of the 296 school districts are required to complete an assurance form and submit associated documentation of compliance with sex equity law. Once documentation is reviewed, 20-30 local school districts are then monitored on site.

Each district is required to provide documentation to the Office for Equity Education once every three years. Districts are advised in advance of their review year.

Sex Equity Monitoring Annual Timeline

OSPI authority described under RCW 28A.640.030

October

Chief school district administrators in one out of three districts are directed to submit assurance forms.

November

Office for Equity Education reviews and selects 20 to 30 districts for on-site monitoring. Selection criteria include failure to respond to assurance form request, identified problem areas, incomplete documentation, local school district invitation, random selection based on district size and/or location.

January

Educational service districts and school districts are notified by OSPI of on-site monitoring.

March to May

On-site reviews staff for compliance with Title IX and RCW 28A.640 are held by OSPI Office for Equity Education staff. District compliance officer or designee attends review conducted by OSPI staff. OSPI staff provide finding letters and may request additional documentation of compliance efforts.

If a school district is found to be in violation of state law, OSPI may impose sanctions or institute corrective measures, including termination of state funds or termination of certain programs as provided under RCW 28A.640.050.

Using this Monitoring Guide

This three-part monitoring guide is designed to help districts and state regulators assess the level of compliance with provisions of chapter 28A.640 RCW, Washington State's sex equity in education statute. This law, passed in 1975 as chapter 28A.85 RCW and recodified in 1990 as chapter 28A.640 RCW, prohibits discrimination on the basis of sex in grades K-12 in public schools in Washington.

The three parts of the guide are:

- **Internal Assessment Packet 1995**—used internally by districts for self-assessment, this packet indudes sample policies, checklists, staff questionnaires, and other assessment tools.

- **Monitoring Review Packet 1995**—used by districts for "paper compliance" and generation of necessary forms for submission to state regulators and/or presentation during on-site review.

- **Appendix**—includes copies of relevant state revised codes (state laws), state administrative codes (rules and procedures), and other reference documentation to aid districts in understanding sex equity in education guidelines.

Each section of the guide includes brief instructions.

Questions and Assistance

Questions about sex equity monitoring and the use of this guide should be directed to:

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Understanding Federal and State Sex Equity Law

Title IX and U.S. Supreme Court Set the Stage for Action on Equity

Congress passed into law Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in all education programs and activities receiving federal financial assistance. Testimony presented before Congress revealed pervasive and entrenched patterns of sex role stereotyping and discriminatory practices in our schools and colleges which undeniably worked to the detriment of women and girls. Title IX cases that have reached the U.S. Supreme Court since then have established that:

- Individuals have a private right of action, in addition to administrative remedies under the law.
- Title IX prohibits sex discrimination in employment.
- A college which receives indirect federal financial assistance in the form of student grants is still required to execute assurances of compliance, as required by U.S. Department of Education regulations.
- Remedies under Title IX are broad and include an action for money damages where sexual harassment is alleged.

1980s Legal Precedents Bolster the Rights of Women and Girls

Since the initial passage of Title IX Congress has strengthened the law in several areas. Federal courts may now award attorneys fees to successful litigants. The Civil Rights Restoration Act of 1987 amended Title IX to clarify that the law requires all programs and activities of an institution or education system to be free of sex discrimination if any part of the system receives federal funds. This effectively nullified the 1984 Supreme Court decision in Grove City College vs. Bell, which narrowly interpreted the reach of Title IX. Congress also enacted the Civil Rights Remedies Equalization Amendment in 1986, which provides that states which violate Title IX are liable to the same extent as any public or private entity.

State Law Offers Even Broader Guarantees

In Washington State, students and school employees have even broader guarantees of gender equality. The Equal Rights Amendment to our state constitution, at Article XXXI, Sec. 1 (Amend. 61), provides that "equality of rights and responsibility under the law shall not be abridged on account of sex." Article IX,

Section 9 of the state constitution, adopted in 1889, states that "it is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction on account of race, color, caste, or sex."

These rights to equal treatment are further enumerated in chapter 28A.640 RCW, which specifically prohibits discrimination on the basis of sex in public schools (grades K-12). Washington state law exceeds Title IX provisions in certain areas. For instance, it imposes an affirmative duty on teachers to encourage students to explore nontraditional subjects and activities, and requires student interest surveys for athletic activities. Unlike Title IX, state law offers no exception for "contact sports." State law also calls on school disticts to specifically require the elimination of sex bias in the selection criteria for instructional materials.

Sexual Harassment Language Recently Added to State Law

Recently enacted state law further expands protections for staffand students in the educational environment. Substitute House Bill 2153 enacted in 1994 spelled out new requirements for school districts to address the pervasive and worsening problem of sexual harassment in schools. These new provisions, amending chapter 28A.640 RCW, call on districts to develop and to prominently post, disseminate, and discuss anti-sexual harassment policies. OSPI has developed administrative rules to aid in this effort, along with model anti-sexual harassment policies and this revised monitoring guide. This guide includes specific new components addressing sexual harassment issues.

Sex Equity and Athletics

Since the passage of the state Equal Rights Amendment (ERA) and Title IX, many female students have successfully challenged school athletic programs and policies. Statistics show that girls have made dramatic gains in their rates of participation in sports. In 1971, 7.4 percent of high school interscholastic athletes were girls. By 1989, participation rate for girls in interscholastic sports had risen to 35 percent.[1] Under provisions of the state ERA, girls have prevailed in legal challenges to secure the right to try out for a high school football team. In 1987, Washington State University was ordered to substantially change its funding and operation of athletic programs after a trial court found the women's programs were given vastly inferior treatment in funding, publicity, scholarships, facilities and other areas.[2]

The Challenge Beyond Athletics

Despite gains in the sphere of athletics, schools clearly have a long way to go in fostering academic achievement among girls. In a 1991 survey by the American Association of University Women, girls were found to experience sharp drops in

[1] National Federation of State High School Association, *1990 Handbook* (Kansas City, Mo.,) 73.

[2] *Blair v. Washington State University*, 85 Wn.2d 859 (1987).

self-esteem as they progressed from grade school to high school. They also reported a greater dislike for mathematics and science in their high school years. The study found that gender stereotypes are still a major force shaping career expectations in young people.[3]

Full attainment of gender equity in schools continues to be elusive. Reversing inequities in the classroom and on the playing field will only be possible when administrators, teachers, and students fully understand how sex role stereotypes are subtly, continually perpetuated in nearly every venue of human endeavor. This monitoring guide is intended to help school districts fairly assess their current policies and practices. In that context, it can be a powerful tool for change.

[3] *Shortchanging Girls, Shortchanging* America, American Association of University Women, 1991.

Internal Assessment Packet 1995

Overview

Districts should conduct their own internal assessment of their compliance with sex equity laws and administrative rules. The following materials are provided to help districts conduct the assessment.

1. Internal assessment checklist to help districts keep track of all relevant provisions of sex equity law and administrahve rules.

2. Internal assessment factors questionnaire to identfy any areas of deficiency or concern relative to compliance with sex equity law and administrative rules.

3. Internal assessment staff review questionnaires to be completed by a random sampling of distict staff at all levels. This questionnaire addresses specific indicators of sex equity compliance and provides numerous opportunities for comments, which open prove extremely helpful in identifying and resolving relevant compliance issues.

4. Sample matrix for mapping out a district action plan for sex equity compliance.

5. Various reference materials and sample policies addressing issues identified in the factors questionnaire and the staff review questionnaires. These materials are included to aid districts in devising policies, compliance strategies, action plans, and associated materials. References are included on the following topics:

General References on Sex Equity Compliance
Equity in Education Joint Policy
Tahoma Sex Desegregation Program Training Plan
Contact list of Title IX/RCW 28A.640 compliance officers at the educational service districts
Relevant state laws and administrative rules on sex equity

Counseling and Guidance
Sample guidance and counseling plans

Recreational and Athletic Activities
Sample survey of student sports interest
Interscholastic athletic equity self-evaluation worksheet

Textbooks and Instructional Materials
OSPI Guidelines *Washington Models for the Evaluation of Bias Content in Instructional Materials*

Sexual Harassment Policy
Sample sexual harassment policy

Compliance and Complaint Procedures
Sample discrimination inquiry form
Sample public notices
Complaint and appeal procedures specified under chapter 28A.640 RCW
Sample job description for compliance officer

School Employment and Contract Practices
Guidelines for Affirmative Action Plans
Affirmative action plan checklist

Internal Assessment Checklist

Instructions: This checklist identifies the internal assessment tools which can and should be used to improve and assess your district's compliance with various aspects of sex equity laws and administrative rules. Check off the items as each is addressed using the tools provided in this document and other resources.

_____

District Name

_____

Printed Name of District Coordinator for Chapter 28A.640 RCW (Sex Equity Monitoring)

✓ *Items to address during internal assessment*

General Purpose Overview

❑ Purpose — Elimination of Sex Discrimination, WAC 392-190-005

Counseling and Guidance

❑ Counseling and Guidance Services — Career Opportunities — Internal Procedures, WAC 392-190-010

❑ Counseling and Guidance — Duty of Certificated and Classroom Personnel — Coordination of Effort, WAC 392-190-015

Sex Bias Awareness

❑ Inservice Training — Sex Bias Awareness, WAC 392-190-020

Recreational and Athletic Activities

❑ Recreational and Athletic Activities — Equal Opportunity — Separate Teams, WAC 392-190-025

❑ General — Recreational and Athletic Activities — Equal Opportunity Factors Considered, WAC 392-190-030

❑ Recreational and Athletic Activities — Compliance Timetable — Elementary and Secondary Level, WAC 392-190-035

❑ Recreational and Athletic Activities — Student Interest — Required Survey Instrument, WAC 392-190-040

❑ Recreational and Athletic Activities — Facilities, WAC 392-190-045

Course Offerings

❑ Course Offerings — Generally — Separate Sessions or Groups Permissible, WAC 392-190-050

Textbooks and Instructional Materials

❑ Textbooks and Instructional Materials — Scope — Elimination of Sex Bias — Compliance Timetable, WAC 392-190-055

Sexual Harassment Policy

- ❑ Policy and Procedures Development and Dissemination — Sexual Harassment Policy, WAC 392-190-057
- ❑ Internal Review Process — Sexual Harassment Issues, WAC 392-190-057

Compliance and Complaint Procedures

- ❑ Compliance — Local School District — Designation of Responsible Employee — Notification, WAC 392-190-060
- ❑ Compliance — Complaint Procedure — District Superintendent, WAC 392-190-065
- ❑ Compliance — Appeal Procedure — Local School Board, WAC 392-190-070
- ❑ Compliance — Contested Case — Duty of the Superintendent of Public Instruction, WAC 392-190-075
- ❑ Compliance — Violations — Permissible Sanctions, WAC 392-190-080

School Employment and Contract Practices

- ❑ Purpose — Authority, WAC 392-200-005
- ❑ Public School Employment and Contract Practices — Sex Discrimination, WAC 392-200-010
- ❑ Public School Employment — Affirmative Action Program, WAC 392-200-015
- ❑ Public School Employment — Affirmative Action Program — General, WAC 392-200-020

Instructions for using the internal assessment tools that follow

Internal Assessment: Self-Assessment Factors Questionnaire
Review each item and respond in the blanks provided. Consultation with other staff is advised to assure complete responses which fully reflect districtwide conditions.

Internal Assessment: Staff Review Questionnaires
Randomly select individual staff members from various levels in the district, including administrators, teachers, aides, students, coaches, counselors, and others. Duplicate the questionnaire and administer it to the selected individuals, ensuring that each person provides a district name and job title. **Names of individuals responding are not needed.** Encourage participants to provide comments where indicated.

Internal Assessment: Self-Assessment Factors Questionnaire

Counseling and Guidance — Career Opportunities — Internal Procedures, WAC 392-190-010: **No school district shall engage in discrimination against any person on the basis of sex in the counseling or guidance of students in grades K-12.**

YES NO

- ☐ ☐ All materials, orientation programs, and counseling techniques are offered on a bias-free basis.
- ☐ ☐ Students are encouraged to explore a wide range of curricular subjects and activities without regard to traditional sex roles.
- ☐ ☐ Testing and other materials used for appraising or counseling students are free from sex bias.
- ☐ ☐ When testing and other materials containing separate sex norms are used, clear notice is given to students that such reporting of scores in no way implies that a student's gender is a consideration limiting career or course choices.
- ☐ ☐ Classes containing a substantially disproportionate number of individuals of one sex have been identified (for elective courses, over 80 percent of one gender; for basic education courses, over 50 percent of one gender); actions have been taken to encourage students to explore nontraditional courses.

  Indicate which courses contain a disproportionate number of students of one gender:

  _____

  _____

Internal procedures regarding appraisal of counseling materials have been developed and used for ensuring nondiscrimination on the basis of sex for:

YES NO

- ☐ ☐ Testing and appraisal instruments.
- ☐ ☐ Career and vocational guidance materials.
- ☐ ☐ Work/study programs and opportunities.
- ☐ ☐ Educational scheduling/placement.

Work/Study Program: The district can show evidence of:

- ☐ ☐ Written assurances of nondiscrimination from employers of students.
- ☐ ☐ Procedures for student jobs posted and/or referrals made are clearly defined and nondiscriminatory.
- ☐ ☐ Appropriate records of job placement, referrals and outcomes, and related work opportunities.

Counseling and Guidance — Duty of Certificated and Classroom Personnel — Coordination of Effort, WAC 392-190-015: **All certificated and classroom personnel shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to sex, including reasonable efforts encouraging students to consider and explore "nontraditional" occupations for men and women.**

YES NO

❑ ❑ Educational staff associate (ESA) counselor or appropriate person has been designated by the district superintendent to coordinate compliance in counseling and guidance services.

❑ ❑ Procedures have been developed for informing certificated and classroom staff of requirements to encourage students to explore and develop individual interests and aptitudes.

❑ ❑ Plans have been developed to inform and encourage students to explore nontraditional careers and occupations.

Sex Bias Awareness — Inservice Training — Sex Bias Awareness, WAC 392-190-020: **Each school district should include sex bias awareness and sex bias elimination training sessions in such inservice training programs as are conducted or provided for certificated and/or classroom personnel.**

YES NO

❑ ❑ Sex bias awareness and sex bias elimination training sessions are included for certificated and classroom personnel.

Sexual Harassment Policy and Criteria — Sexual Harassment Policy WAC 392-190-057 and -058: **Each school district will adopt and implement a policy to eliminate sexual harassment and said policy shall include informal grievance procedures. In addition, the policy will apply to all district employees, volunteers, parents, and students, including but not limited to, conduct between students. The policy also must be easily understood, conspicuously posted throughout each school building and provided to all affected parties.**

YES NO

❑ ❑ The district's policy was adopted and implemented by June 30, 1995.

❑ ❑ The district policy includes a description of informal grievance procedures to address sexual harassment issues.

❑ ❑ The district has conspicuously posted the policy throughout each school building.

❑ ❑ The district has provided a copy of the policy to each employee, volunteer, and student.

❑ ❑ Copies of the policy have (and/or will) appear in any school or district publication which sets forth rules, regulations, procedures, and standards of conduct for that school or district.

❑ ❑ The district has or will develop a process for discussing its sexual harassment policy.

❑ ❑ The district has conducted an internal review of complaints and policy effectiveness.

Recreational and Athletic Activities — Equal Opportunity — Separate Teams, WAC 392-190-025: **No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club or intramural athletics or recreational activity offered by a school district and no school district shall provide any such athletics or recreational activity separately on such basis.**

YES NO

❑ ❑ Sports teams (interscholastic or intramural) and recreational activities offered by the district are equally open to participation by qualified members of both sexes.

Sports teams or recreational activities are offered as separate teams for members of each sex utilizing the following substantial factors justifying:

YES NO

❑ ❑ The relationship between the skill and compensation of coaching staffs.

❑ ❑ The size of their budgets.

❑ ❑ The quality of competition and game schedules.

❑ ❑ Uniforms.

❑ ❑ Equipment and facilities.

❑ ❑ Sufficient numbers of participants to warrant separate teams.

❑ ❑ Other factors (please list) _____

_____.

❑ ❑ All elementary sports offerings in grades K-5 are coeducational.

General — Recreational and Athletic Activities — Equal Opportunity Factors Considered, WAC 392-190-030: **Each district shall evaluate its recreational and athletic program at least once each year to ensure that equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics which are operated, sponsored, or otherwise provided by the school district.**

YES NO

❑ ❑ The district has performed an annual self-evaluation to determine the level of effort maintained to ensure equal opportunity to both sexes with respect to interscholastic, club or intramural athletics.

Date of most recent self-evaluation: _____

The following factors have been considered in the annual self-evaluation:

YES	NO	
☐	☐	Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.
☐	☐	The provisions of equipment and supplies.
☐	☐	The scheduling of games and practice times including the use of playfields, courts, gyms, and pools.
☐	☐	Transportation and per diem allowances, if any.
☐	☐	The opportunity to receive coaching and academic tutoring.
☐	☐	The assignment and compensation of coaches, tutors, and game officials.
☐	☐	The provision of medical and training facilities and services including the availability of insurance.
☐	☐	The provision of housing, laundry, and dining facilities and services, if any.
☐	☐	Publicity and awards.
☐	☐	Other factors (please list) _____

_____

In addition, please complete the interscholastic sports equity self-evaluation worksheet

Recreational and Athletic Activities — Compliance Timetable — Elementary and Secondary Level, WAC 392-190-035: **Each school district which operates, sponsors, or otherwise provides interscholastic, club or intramural athletics at the elementary school level (K-6) or at the secondary school level (7-12) shall provide equal opportunity and encouragement for physical and skill development to all students.**

YES	NO	
☐	☐	All elementary recreational and athletic activities are integrated (no activities designated "girls" or "boys").
☐	☐	All secondary recreational and athletic activities are offered on a bias-free basis.

Recreational and Athletic Activities — Student Interest — Required Survey Instruments, WAC 392-190-040: **The Superintendent of Public Instruction shall develop a survey instrument to assist each school district in the determination of student interest for male/female participation in specific sports.**

☐	☐	The district has administered a student survey developed by the Superintendent of Public Instruction.

Date of most recent survey: _____

Grades surveyed: _____

Survey modified or amended? _____

☐	☐	The district has utilized results of the student interest survey in program planning of recreational and athletic activities.
☐	☐	The district has reported the survey results to students and staff.
☐	☐	The district has reported the survey results to the community.

Recreational and Athletic Activities — Facilities, WAC 392-190-045: **A school district which provides athletic facilities for members of one sex including showers, toilets, and training room facilities for athletic purposes shall provide comparable facilities for members of the opposite sex.**

YES NO

- ☐ ☐ Boys and girls do have equal access to comparable athletic facilities (showers, toilets, training room facilities for athletic purposes).
- ☐ ☐ The district has established schedules to facilitate equal access to comparable athletic facilities.

Course Offerings — Generally — Separate Sessions or Groups Permissible, WAC 392-190-050: **No school district shall provide any courses or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on such basis.**

- ☐ ☐ Procedures have been established to ensure equal access to all courses.
- ☐ ☐ Grouping of students in physical education classes and activities is conducted without regard to sex.
- ☐ ☐ Objective standards for ability grouping in physical education classes and activities can be demonstrated.
- ☐ ☐ **Physical education classes in grades 7 through 12 are separated by sex. If "yes"...**
  - ☐ ☐ District can justify such separation as best method for providing both sexes with equal opportunity to participate in activities.
  - ☐ ☐ District can demonstrate substantial equality between separate activities.
- ☐ ☐ Physical education classes and activities at the elementary school level (K-6) are in compliance with this section.
- ☐ ☐ Physical education classes and activities at the secondary level (7-12) are in compliance with this section.

Textbooks and Instructional Materials — Scope — Elimination of Sex Bias, WAC 392-190-055: **It is the intent of this section to eliminate sex bias in connection with any form of instruction offered by a school district.**

- ☐ ☐ District has instructional materials policy and procedures for screening and selection that require the elimination of sex bias and stereotyping.
- ☐ ☐ Instructional materials committee utilizes appropriate screening devices in the selection of new textbooks, instructional materials, references and audio-visual materials which are consistent with selection criteria endorsed by the State Board of Education and Superintendent of Public Instruction.
- ☐ ☐ The instructional materials committee provides a system for receiving and acting upon written complaints regarding instructional materials used by the school district.
- ☐ ☐ *Guidelines for the Selection of Instructional Materials* issued by the Superintendent of Public Instruction are made available to teaching staff.

Compliance — Local School District — Designation of Responsible Employee — Notification, WAC 392-190-060: **The superintendent of each school district shall designate at least one employee who shall be responsible directly to the superintendent for monitoring and coordinating the district's compliance with this chapter.**

YES NO

☐ ☐ The district has designated an employee who is responsible for monitoring and coordinating compliance with RCW 28A.640, and for investigating complaints.

Name of designee: _____

Date of appointment: _____

☐ ☐ Internal monitoring procedures are stated in writing.

☐ ☐ The district has annually informed students, parents, and employees of name, address, and phone number of district designee.

☐ ☐ The district has annually informed its constituents and board of directors of the complaint and appeal procedures set forth in WAC 392-190-065 through -075.

Compliance — Complaint Procedure — District Superintendent, WAC 392-190-065: **Upon receipt of a complaint by a school district in the manner herein described, the employee or employees designated pursuant to WAC 392-190-060 shall investigate the allegations set forth and shall institute such other reasonable procedures to effect a prompt resolution of the complaint.**

☐ ☐ Written complaints which are signed and allege specific acts or conditions violative of this chapter are promptly investigated by the district compliance officer.

State the number of complaints received and investigations conducted in the past three years.

Complaints received _____ Investigations conducted _____

☐ ☐ The district compliance officer has filed full written reports of his/her investigations, and the district superintendent has responded in writing to the complaining party within 30 days of the receipt of the written complaint.

School district responses which deny allegations in complaint: _____

Responses which state corrective measures to be taken within 30 days: _____

Compliance — Appeal Procedure — Local School Board, WAC 392-190-070: **In the event a complainant remains aggrieved as a result of the action or inaction of the superintendent in resolving a complaint as provided in WAC 392-190-065, said complainant may appeal to the school district board of directors by filing a written notice of appeal with the secretary of the school board on or before the tenth day following (a) the date upon which the complainant received the superintendent's response or (b) the expiration of the thirty day response period provided by WAC 392-190-065, whichever occurs first.**

YES	NO	
☐	☐	The district has made a formal notification to local board of directors regarding their responsibilities in the appeal process.
☐	☐	The district has kept records of hearings or complaints (if any).
☐	☐	Number of hearings conducted in past three years: _____

Compliance — Contested Case — Duty of the Superintendent of Public Instruction, WAC 392-190-075: **In the event a complainant remains aggrieved with the decision of a school district board of directors rendered pursuant to WAC 392-190-070, the complainant may appeal the board's decision to the Superintendent of Public Instruction. Upon the receipt of a notice of appeal filed in compliance with this section, the Superintendent of Public Instruction shall schedule a hearing to commence on or before the fortieth day thereafter.**

Number of complaints in past three years that have been appealed to OSPI: _____ .

Public School Employment and Contract Practices — Sex Discrimination, WAC 392-200-010: **No school district shall, on the basis of sex, exclude any person from participation in, deny any person the benefits of, or subject any person to discrimination in employment, recruitment, promotion or advancement, consideration or selection therefor, whether full time or part time, in connection with employment by a school district.**

☐	☐	District has written policy regarding nondiscrimination on the basis of sex in employment.
☐	☐	The policy is disseminated to all staff.
☐	☐	District's employment decisions are made in a non-discriminatory manner and do not adversely affect a person's employment opportunities or status on the basis of sex.
☐	☐	All contracts or collective bargaining agreements are free from provisions which treat employees differently on the basis of sex.
☐	☐	Applicants who attended an educational institution or entity which admits as students only, or predominantly, members of one sex are treated in a nondiscriminatory manner and not given preferential treatment.

Public School Employment — Affirmative Action Program, WAC 392-200-015: **Each school district shall develop and/or incorporate within any existing affirmative action employment program appropriate provisions which are consistent with the intent of chapter 28A.640 RCW and such guidelines as are hereafter developed and distributed to each school district by the Office of Superintendent of Public Instruction to eliminate discrimination on the basis of sex in connection with employment by the school district.**

YES NO

❑ ❑ The local board of directors has adopted and implemented an approved affirmative action employment program in accordance with guidelines developed by OSPI.

Date of adoption: _____

District's affirmative action employment program includes the following provisions regarding discrimination on the basis of sex:

❑ ❑ Maintain credential requirements of all personnel.

❑ ❑ Make no differentiation in pay scale.

❑ ❑ Make no differentiation in the assignment of school duties (except for bona fide occupational qualifications).

❑ ❑ Make no differentiation in conditions of employment including but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and noninstructional duties.

Public School Employment — Affirmative Action Program — General WAC 392-200-020: Notwithstanding the requirement of this chapter respecting discrimination on the basis of sex, each school district shall develop and/or incorporate within any existing affirmative action employment program appropriate provisions to eliminate discrimination on the basis of race, creed, color, national origin, marital status, age, or the presence of any sensory, mental, or physical handicap.

❑ ❑ The local affirmative action employment program has been filed with OSPI.

❑ ❑ Date of most recent filing with OSPI: _____

Internal Assessment: Staff Review Questionnaires

Instructions: Randomly selected individual staff members from each level should complete the following questionnaires (administrators, teachers, aides, students, coaches, etc.).

☐ Elementary
☐ Junior High Title
☐ Senior High District

Counseling and Guidance Services, Course Offerings, Inservice Training

Indicators

YES NO

☐ ☐ Have you participated in sex bias awareness and sex bias elimination training/inservice sessions?
Comments: _____

☐ ☐ Have you facilitated any sex bias awareness training or inservice sessions to building staff?
Comments: _____

☐ ☐ Are all counseling services (academic, career/vocational, personal, test administration) at your school free from sex bias?
Comments: _____

☐ ☐ Are resources/materials addressing nontraditional careers for girls and boys available in the counseling and guidance program? Provide comments about the relevant resources and materials, please.
Comments: _____

☐ ☐ Do you encourage students to utilize these resources/materials addressing nontraditional careers for boys and girls?
Comments: _____

☐ ☐ Do you utilize community resources for encouraging and exploring nontraditional careers for students?
Comments: _____

☐ ☐ Are there any classes in the school that now have a disproportionate enrollment of girls or boys? That is, 80 percent or more of one sex in electives, or more than 55 percent of one sex in basic education courses . If yes, please list classes.
Comments: _____

☐ ☐ Are there procedures for correcting the imbalance in classes that have disproportionate numbers of boys/girls?
Comments: _____

☐ Elementary
☐ Junior High
☐ Senior High

Title _____

District _____

Counseling and Guidance Services, Course Offerings, Inservice Training *(continued)*

YES	NO	**Indicators**
☐	☐	Are all classes scheduled on the basis of the course description and free from assignment by sex? *Comments:* _____
☐	☐	Are there procedures for informing and assisting students in expanding their career options? *Comments:* _____
☐	☐	Have course titles and descriptions been examined for sex bias? *Comments:* _____
☐	☐	Do staff members take an active role in recruiting female students for courses usually dominated by males? *Comments:* _____
☐	☐	Do staff members take an active role in recruiting male students for courses usually dominated by females? *Comments:* _____
☐	☐	Do work experience coordinators and/or placement personnel take steps to assure equal employment opportunities for both sexes? *Comments:* _____
☐	☐	Are there district resources/materials available for you to meet the intent of Chapter 28A.640 RCW? (WAC 392-190-010) *Comments:* _____

☐ Elementary	
☐ Junior High	Title
☐ Senior High	District

Physical Education, Athletics, Extracurricular Activities

Guiding Statement: Physical education is part of the basic education program and should provide all students with positive attitudes and development of their physical capabilities. Athletics provide students with the opportunity to develop skills and interests beyond the basic instructional program in physical education. The provision of different required or elective curricula or activities for male and female students may limit a student's opportunities for exploring the full range of physical education and athletic activities and programs.

Indicators

YES NO

❑ ❑ Does the district maintain any single-sex classes in physical education? If so, please describe classes including course title(s) and description(s).
Comments: _____

What statistical data has the district used to justify single-sex classes?
Comments: _____
_____

❑ ❑ Are there physical education classes with more than 80 percent of one sex enrolled? Please describe classes including course title(s) and description(s).
Comments: _____
_____

❑ ❑ Has the district made an effort to inform students of their various options in physical education? (How?)
Comments: _____
_____

❑ ❑ Has your district/school administered a student interest survey? Date of survey:_____
Comments: _____
_____

❑ ❑ Do you plan to administer the student interest survey during the present school year?
Comments: _____
_____

❑ ❑ Have you used student interest survey data to help plan physical education programs?
Comments: _____
_____

❑ ❑ Does the district have/maintain a coaching salary scale? (Provide a copy.)
Comments: _____
_____

☐ Elementary
☐ Junior High
☐ Senior High

Title _____

District _____

YES NO

Physical Education, Athletics, Extracurricular Activities *(continued)*

☐ ☐ Are all **elementary** athletic and extracurricular activities coeducational? That is, no activities are designated "girls" or "boys."
Comments: _____

☐ ☐ Are coaches aware of their responsibilities/liabilities as instructional personnel? (Any coaches not on teaching staff?)
Comments: _____

☐ ☐ Has the physical education staff received inservice training in sex equity? Date of latest staff development/inservice: _____
List Topics: _____

☐ ☐ Has the coaching staff received inservice training related to sexual harassment? Date of latest staff development/inservice: _____
Comments: _____

☐ ☐ Are there any classes with more than 80 percent of one sex enrolled? (If yes, please list below and provide course descriptions.)
Comments: _____

☐ ☐ Does the district maintain any single sex athletic/physical education teams or sections? (All "boys" or "girls.")
Comments: _____

What were the determining factors that precipitated separation of sexes? Please describe.
Comments: _____

For SECONDARY SCHOOLS only: Please list "girls" sports by season, then list "boys" sports. Please comment if male and female offerings are not equal or if the percent of male and female participants does not equal the percent of male and female enrollment.

	Girls Secondary Sports	Boys Secondary Sports
Fall		
Winter		
Spring		

JUNIOR HIGH and MIDDLE SCHOOL/School Year _____

Student enrollment	Number	Percent	**Paricipant positions in athletics**	Number	Percent
male	_____	_____	male	_____	_____
female	_____	_____	female	_____	_____

HIGH SCHOOL/School Year _____

Student enrollment	Number	Percent	**Paricipant positions in athletics**	Number	Percent
male	_____	_____	male	_____	_____
female	_____	_____	female	_____	_____

☐ Elementary
☐ Junior High
☐ Senior High

Title _____

District _____

Instructional Materials, Textbooks, Instructional Practices

Indicators

YES NO

☐ ☐ Is there a clearly defined process of reviewing/evaluating instructional materials for sex bias?
Comments: _____

☐ ☐ Is there a clear chain of responsibility for this review, from building to school board?
Comments: _____

☐ ☐ Has an instructional materials committee been established and is it active?
Comments: _____

☐ ☐ Are there specific criteria established for judging sex bias in instructional materials and in collections of materials?
Comments: _____

☐ ☐ Is inservice training provided to staff who will be reviewing materials to familiarize them with district criteria for judging sex bias/equity?
Comments: _____

☐ ☐ Is there documentation to show expertise in elimination of sex bias on the part of members of the district instructional materials selection committee?
Comments: _____

Has this committee conducted activities (or sponsored activities) to spread awareness of sex bias among:

YES NO

☐ ☐ selectors of materials?
☐ ☐ teachers?
☐ ☐ learning resource staff?
☐ ☐ principals?

Comments: _____

☐ Elementary
☐ Junior High
☐ Senior High

Title _____

District _____

Instructional Materials, Textbooks, Instructional Practices *(continued)*

YES NO

☐ ☐ Have strengths and weaknesses in instructional practices regarding sex equity been observed by district administration? By principals? By teachers? By learning resources specialists?
Comments: _____

☐ ☐ Have steps been taken to reinforce strengths? To correct weaknesses?
Comments: _____

☐ ☐ Is there documentation that all textbooks purchased since 1976 have been reviewed for sex bias?
Comments: _____

☐ ☐ Have needs been documented in the areas of bias-free instructional materials and practices in this district?
Comments: _____

☐ ☐ Are there minutes of meetings, action plans, etc., to document plans to address these needs?
Comments: _____

☐ ☐ Have materials in this district been challenged on the grounds of sex bias?
Comments: _____

☐ ☐ If so, were these challenges resolved to the satisfaction of the challenger?
Comments: _____

☐ Elementary

☐ Junior High Title _____

☐ Senior High District _____

Vocational Education

YES NO **Indicators**

☐ ☐ Does your district vocational plan have a sex equity component?
Date of plan. _____
Comments:
_____

☐ ☐ Has the program been analyzed for disproportionally high numbers of male or female students in any classes?
Date of last analysis: _____
Comments (see class enrollments):
_____

☐ ☐ Have steps been taken to correct any enrollment imbalances?
Comments: _____

☐ ☐ Do all program and curriculum guidelines clearly state that all courses are provided under the same conditions for males and females?
Comments (review curriculum guidelines):
_____

☐ ☐ Does the student handbook clearly state that all vocational and related courses are open to students of both sexes?
Comments: _____

☐ ☐ Are efforts being made to recruit female students in programs that are considered traditionally male fields?
Comments: _____

☐ ☐ Are efforts being made to recruit male students in traditionally female fields?
Comments: _____

☐ ☐ Are efforts being made to ensure employability of female and male students after completion?
Comments: _____
_____

☐ ☐ Are statistics kept on employment rates of graduates?
Comments: _____
_____

☐ ☐ Does job placement of students indicate any gender disparities in hiring, job assignments, or salaries?
Comments: _____
_____

☐ Elementary
☐ Junior High
☐ Senior High

Title _____

District _____

Vocational Education *(continued)*

YES NO

☐ ☐ Are course requirements in all vocational, technical, industrial, business, distributive-cooperative educational and home and family courses the same for males and females?
Comments: _____

☐ ☐ Are instructors of both sexes equally visible in the program?
Comments: _____

☐ ☐ Are instructors being hired in fields considered nontraditional for their sex?
Comments: _____

☐ ☐ Do photographs and information in brochures show both sexes involved in the program and doing non-traditional as well as traditional activities?
Comments: _____

☐ ☐ Do instructors make students aware of the wide-reaching influences of sex stereotyping and ways of combating its negative effects?
Comments: _____

☐ ☐ Do work experience coordinators and/or placement personnel take care to assure equal employment opportunities for both sexes? List number and type of complaints filed by students against employers?
Comments: _____

☐ ☐ Have all agencies, companies or organizations to which the school refers students for employment submitted assurances of nondiscrimination?
Comments: _____

☐ ☐ Are there district resources/materials to assure ongoing compliance with the intent of the state anti-sex discrimination law?
Comments: _____

☐ ☐ Is there a district sexual harassment policy for students' protection?
Comments: _____

Have you analyzed the job classification and utilization of males and females in the district?

☐ Elementary
☐ Junior High
☐ Senior High

Title _____

District _____

Employment *(continued)*

Indicators

YES NO

☐ ☐ *Comments:* _____

_____

☐ ☐ Have changes occurred in staffing due to the local district's affirmative action program?
Comments: _____

_____

☐ ☐ Has the local affirmative action plan been updated?
Comments (include date of latest plan):

_____

_____

☐ ☐ Does the district/school have a current copy of OSPI *Guidelines for School District Affirmative Action*?
Comments: _____

_____

☐ ☐ Does the school board of directors play an active part in district employment policies and procedures?
Comments: _____

_____

☐ ☐ Has the school district taken positive steps to identify and encourage women toward administrative positions?
Comments: _____

_____

What are the ratios of male-to-female administrators? M ___ F ___

	M	F		M	F
principals?	___	___			
teachers?	___	___	coaches?	___	___
teacher aides?	___	___	club/activity advisors?	___	___

Comments: _____

_____

☐ ☐ Does the district have an equitable and systematic hiring procedure?
Comments (include a copy of hiring procedures):

_____

_____

☐ Elementary	
☐ Junior High	Title
☐ Senior High	District

Employment *(continued)*

Indicators

YES NO

☐ ☐ Does the district have objective criteria for evaluating performance of employees?
Comments: _____

☐ ☐ Does the district have an equitable and expedient grievance procedure for employees?
Comments: _____

☐ ☐ Have there been any sex discrimination complaints from any employee in the district?
Comments: _____

☐ ☐ What is the district's maternity leave policy?
Comments: _____

Sample Matrix:
District Action Plan for Anti-Sex Discrimination Compliance

_____

District Coordinator for Chapter 28A.640 RCW

_____

District Date

Recommendation:	Course of Action:	Target Date / / /
Responsible Person:	Estimated Budget:	

Recommendation:	Course of Action:	Target Date / / /
Responsible Person:	Estimated Budget:	

Recommendation:	Course of Action:	Target Date / / /
Responsible Person:	Estimated Budget:	

Recommendation:	Course of Action:	Target Date / / /
Responsible Person:	Estimated Budget:	

Recommendation:	Course of Action:	Target Date / / /
Responsible Person:	Estimated Budget:	

Internal Assessment Reference Materials

Equity in Education Joint Policy

developed cooperatively by
Washington State Board of Education
Washington State Human Rights Commission
Washington State Office of Superintendent of Public Instruction

MILLARD BATTLES
President
Washington State Board of Education

JAN KUMASAKA
Chairperson
Washington State Human Rights Commission

JUDITH A. BILLINGS
Washington State Superintendent of Public Instruction

May 1994

Background

The Washington State Board of Education, the Washington State Human Rights Commission, and the Washington State Superintendent of Public Instruction have long recognized the increasing complexity of assuring equity and excellence in education to all students in our public schools. Four joint policy statements on equity in education have been issued since 1966.

An Equity in Education Task Force was created by these agencies in 1993 to update the existing joint policy. The task force report, including proposed policy revisions, was circulated statewide for public review and input and adopted by the State Board of Education, the State Human Rights Commission and the State Superintendent of Public Instruction in May 1994.

This Equity in Education Joint Policy emphasizes the importance of fairness, openness and equal access for all students in public schools. Local school districts, working with their communities, have the authority and responsibility to implement this police and are strongly encouraged to do so.

Students, school employees, parents and the community have the right to be treated equitably and to have access to a basic education without prejudice and discrimination. It is our hope that the joint policy, which addresses attitudes and behaviors, will serve as guidance and assistance to local school districts and concerned citizens.

Definition

Equity is the outcome of fundamental laws and policies which, when enforced, should guarantee fair treatment and access to resources and programs for all students as well as outreach for parental involvement. Furthermore, the educational environment must teach and promote the positive self-esteem needed to enable each student to make a productive contribution to his or her school, community, country and world. To respond to issues of equity, school districts should address the following areas in order to:

• 1 Eliminate prejudice, bigotry and discrimination in school districts

Students have the right to equal access to education without regard to race, creed, color, political and religious beliefs, national origin, gender, sexual orientation, marital or parental status, socioeconomic status, health status, or the presence of any physical, sensory or mental disability. Equitable education will take place in classrooms, school buildings, school-approved transportation vehicles, and administrative structures which are free of prejudice.

• 2 Improve achievement for all students

High expectations of achievement must be held for all students in order that all students may achieve their highest potential. School districts must seek to eliminate disparities in achievement, in access to academic and school programs, and in the administration of discipline among various groups.

• 3 Bring parents and the community into the learning circle

Equitable education takes place in a supportive school environment when each student has an advocate; e.g., parent, guardian, or extended family member who is empowered through school district policies and practices, and appropriately encouraged and informed to help that student succeed in school.

• 4 Address racial integration and recognize diversity

Schools must provide educational experiences which reflect racial, ethnic, cultural, and linguistic diversity. Efforts should be made to achieve racial integration of schools by enriching

the mix of students and staff from various backgrounds. Such efforts should be aimed at preparing students for an increasingly diverse economy and society in which intergroup relations and understanding are vitally important.

• 5 Address racial imbalance policy

A. **General rule.** As a general rule–except for greater than 50 percent minority school districts–racial imbalance shall be defined as the situation that exists:

1. When the combined minority enrollment of a school exceeds the districtwide combined minority percentage by 20 percentage points or more; or

2. When a school's enrollment of a single minority group with a districtwide enrollment of less than 30 percent exceeds 50 percent; or,

3. When a school's enrollment of a single minority group with a districtwide enrollment of 30 percent or more exceeds the minority group's districtwide percentage by 20 percentage points or more.

B. **Greater than 50 percent minority districts.** This is a school district with a districtwide combined minority enrollment that exceeds 50 percent. Racial imbalance in a greater than 50 percent minority, non-multiracial school district shall be defined as existing:

1. When the combined minority enrollment of a school varies from the districtwide combined minority percentage by more than plus or minus 25 percentage points; or,

2. When a school's enrollment of a single minority group with a districtwide enrollment of less than 30 percent exceeds 50 percent; or,

3. When a school's enrollment of a single minority group with a districtwide enrollment of 30 percent or more exceeds the minority group's districtwide percentage by 20 percentage points or more.

C. **Greater than 50 percent minority, multiracial districts.** This is a school district with a districtwide combined minority enrollment that exceeds 50 percent and consists of two or more minority group enrollments which are each greater than 20 percent. Racial imbalance in a greater than 50 percent minority, multiracial school district shall be defined as existing:

1. When the combined minority enrollment of a school varies from the districtwide combined minority percentage by more than plus or minus 25 percentage points; or,

2. When a school's enrollment of a single minority exceeds the combined districtwide minority percentage.

D. **Exclusions.** This policy does not apply to:

1. Public schools located on American Indian reservations; or,

2. School buildings which are the sole site within a school district for the conduct of a regular or special needs program for students on the age(s) or grade level(s) served at the site; or

3. Student enrollments in programs established and conducted to address extraordinary educational needs, such as bilingual orientation programs, where the assignment and enrollment of students is based solely upon their extraordinary educational need, and adherence to the policy would defeat the educational purpose of the program.

• 6 Address the language needs of all students

All languages, various forms of communication, and all cultures are to be valued and respected. Students with limited English proficiency shall be instructed where practicable in their primary language as they are developing competence in English (RCW 28A.180.040). School districts must use resources to allow students and parents with limited English proficiency to interact in their primary language with school staff where practicable. Other interested individuals, community groups, and organizations should be encouraged to support the accommodation of language diversity in schools.

• 7 Ensure equitable distribution of resources to meet student needs

School districts should develop a distribution plan which identifies key factors related to underachievement in order to distribute resources equitably to meet student needs.

• 8 Recruit and provide staff training

School staff must be prepared to provide an equitable and appropriate education for each student. School districts should provide comprehensive training to school staff in order to respond to the increased diversity of students and parents. In addition, school districts should recruit and maintain staff reflective of our diverse society, recognizing that racial minorities, women, persons in protected age groups, persons with disabilities, Vietnam-era veterans, and disabled veterans are underrepresented in employment (RCW 49.74.005).

Sample Anti-Sex Discrimination Inservice Plan

Tahoma School District Sex Desegregation Program Training Plan

February 5, 1982

I. INTRODUCTION

On December 8, 1981, the superintendent of Tahoma Public Schools convened approximately 20 members of the district's administrative and teaching staff to clarify building- and district-level needs related to sex equity. In addition, this meeting also addressed appropriate areas of focus for staff development activities to be provided in the current school year through the district's sex desegregation program.

In the course of the discussion regarding how to best meet identified needs and design a sex equity staff development plan for the Tahoma Public Schools, several overall guidelines were suggested. These guidelines are:

- The staff development program should seek success; i.e., something should be done which is both immediate and visible to members of the school community.
- The training design developed should seek to facilitate and improve staff communications and to support communications goals established in August 1981.
- The staff development plan should seek to establish continuity of effort and expertise in order to develop within the district a cadre of staff who can continue sex equity efforts after this year.
- There is a districtwide need for activities designed to increase awareness of sex role stereotyping as it functions in schooling and awareness of approaches to sex-fair educational curriculum and instruction.
- The training design should recognize the unique nature of each of the district's buildings and the majority of training activities should be built around building identified needs and goals.
- The training design should identify and support other district activities which can serve as important vehicles for implementing sex equity; e.g., textbook adoption and curriculum development efforts related to social studies and career education.
- In some buildings, a more complete assessment of needs related to sex equity would be desirable and on-site assessment activities should be developed both to provide greater awareness among building staff and to provide additional information for staff training.

- The staff development plan should seek to include some activities which directly involve youth, perhaps related to leadership training.

- Concerns related to sex role stereotyping extend across grade levels and training approaches to that problem should involve planning and sharing across buildings.

These nine guidelines represent an excellent framework for the orientation and training processes described within this training plan. When these particular guidelines are aligned with the major goals of Tahoma's sex desegregation program, a comprehensive training plan can be constructed which includes training objectives, related activities, and training timelines. The balance of this document introduces such a plan.

II. TRAINING GOALS

The Tahoma sex desegregation program seeks to address three specific training goals. These are:

1. To provide inservice training to district staff, students, and concerned community representatives regarding strategies and program implementation to eliminate sex bias.

2. To implement training in textbook analysis and in reviewing existing library books for sex bias and equity.

3. To work closely with the Equity Committee to do sex equity awareness and activities both within the district and in the service community.

III. TRAINING PLAN

As mentioned earlier, this training plan seeks to encompass the procedural guidelines and training process suggestions offered by Tahoma Public School staff in the context of the specific goal structure of the district's sex desegregation program. Individual program goals are aligned with specific training objectives. Each training objective is traced to supportive training activities. Finally, these training activities are placed within specific "initiation date" and "completion date" timelines.

Three Specific Training Goals

I. To provide inservice training to district staff, students, and concerned community representatives regarding strategies and program implementation to eliminate sex bias.

TRAINING OBJECTIVES	RELATED ACTIVITIES	INITIATION DATE	COMPLETION DATE
1. To design and provide specific sex equity training to a selected "cadre" of elementary, middle, and secondary school teaching and support staff which will enable them to acquire awareness of sex equity issues and to design building-centered action projects.	1.1 Work closely with separate building administrators to identify staff members who have expressed interest in sex equity training and who can give leadership to the implementation of sex equity action plans: • minimum of two staff members per school • social workers • guidance and counseling personnel • other interested staff	2/22/82	3/1/82
	1.2 Hold an orientation meeting with all interested and identified staff to review training focus, outline expectations, and introduce training timelines.	3/1/82	3/5/82
	1.3 Designate training "cadre."		3/5/82

TRAINING OBJECTIVES	RELATED ACTIVITIES	INITIATION DATE	COMPLETION DATE
	1.4 Develop and deliver three three-hour training plans to be introduced by training staff in separate evening training sessions on the following topics: • keys to understanding and recognizing sex role development of males and females • recognizing possible sex bias in curriculum and instruction • workable methods to reduce and eliminate sex bias and potentially discriminatory practices	2/15/82	3/1/82
	1.5 Initiate and complete nine-hour training sequence with members of the district's training "cadre."	3/1/82	4/9/82
	1.6 Conduct an evaluation of the training sequence and report evaluation outcome to project coordinator.		4/9/82

TRAINING OBJECTIVES	RELATED ACTIVITIES	INITIATION DATE	COMPLETION DATE
	1.7 Hold meetings with individual cadre group members to determine "action project" interests and to assist cadre members to outline "action project" plan for implementation on school sites in the 1982-83 school year.	4/19/82	4/30/82
	1.8 Provide technical assistance and consultative support to cadre group members to enable them to complete individual and/or small group "action plans" in response to local school needs: • objectives of plan • designed approach • anticipated outcome(s) • resource/support needs • timelines (approx.) • evaluation method • reporting process	4/19/82	5/21/82

TRAINING OBJECTIVES	RELATED ACTIVITIES	INITIATION DATE	COMPLETION DATE
	1.9 Compile "action plans" in notebook for project coordinator and school district superintendent review.		5/28/82
	1.10 Summarize planning accomplishments of cadre members for inclusion in final training report.	6/1/82	6/11/82
2. Assist members of the high school faculty to design and conduct an assessment of the school's progress toward achieving sex equity.	2.1 Hold meetings with school principal and interested members of the high school staff to develop a collaborative school assessment process which includes:	3/1/82	3/5/82
	• access to courses		
	• counseling and guidance		
	• treatment of students		
	• athletics		
	• special resources		
	2.2 Schedule and conduct this assessment with staff assistance and involvement	3/15/82	3/31/82
	2.3 Jointly develop findings from assessment.	4/5/82	4/15/82

TRAINING OBJECTIVES	RELATED ACTIVITIES	INITIATION DATE	COMPLETION DATE
	2.4 Review findings with school principal.		4/16/82
	2.5 Identify one area of apparent need and design an activity within the high school which responds to that need.	4/19/82	4/30/82
	2.6 Initiate and complete this activity.	5/3/82	5/28/82
	2.7 Evaluate the effectiveness of the activity and prepare evaluative information for project coordinator.	6/7/82	6/11/82
	2.8 Summarize high school activities and accomplishments for inclusion in final training report.	6/1/82	6/1//82
3. To assist members of the Tahoma Public School staff to recognize and take affirmative steps to correct bias in instructional materials.	3.1 Hold a one-half day training session for all interested members of the district's instructional and administrative staff on methods for analyzing textbooks and teaching approaches to correcting identified bias:	3/20/82	3/20/82

II. To develop training in textbook analysis and in reviewing existing library books for sex bias and equality.

TRAINING OBJECTIVES	RELATED ACTIVITIES	INITIATION DATE	COMPLETION DATE
	• State law chapter 28A.85 RCW (recodified to 28A.640)		
	• district policy guideline		
	• methods for identification of sex bias		
	• practice session		
	• criteria for textbook and other material adoptions		
	3.2 Provide on-site technical assistance and support to school library personnel sufficient to enable them to review existing library materials.	3/22/82	4/30/82
	3.3 Assist in the completion of separate library collection reviews.	3/22/82	4/30/82
	3.4 Summarize activities and activity accomplishments for project coordinator.	5/3/82	5/7/82
	3.5 Prepare evaluations of training and summary of activities for inclusion in final training report.	6/1/82	6/11/82

III. To work closely with the Equity Committee to plan sex equity awareness and activities both within the district and in the service community.

TRAINING OBJECTIVES	RELATED ACTIVITIES	INITIATION DATE	COMPLETION DATE
4. To assist and provide training to members of the Equity Committee and other parent and/or community groups on topics related to improving sex equity.	4.1 Hold meetings with members of the Equity Committee and other interested parent and/or community group representatives to identify areas of special interest relating to improving sex equity.	3/15/82	3/19/82
	4.2 Design two community-based training programs on themes of special interest and invite all interested persons to attend these special sessions:		
	• Saturday a.m.		5/7/82
	• Saturday a.m.		6/4/82
	4.3 Summarize these special community training sessions and evaluations received from participants for inclusion in final training report.	6/1/82	6/11/83

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TRAINING OBJECTIVES	RELATED ACTIVITIES	INITIATION DATE	COMPLETION DATE
5. Assist the project coordinator to disseminate formative and summative information on all elements of training and supportive services introduced and completed in this sex desegregation program.	5.1 Assist the project coordinator in responding to inquiries about the training elements of this sex desegregation program.		6/30/82
	5.2 Provide the project coordinator with formative and summative activity evaluation information and a final training report.	6/14/82	6/30/82
	5.3 Hold a final project review meeting with the superintendent and members of the board of directors.	6/21/82	7/12/82

Educational Service District Title IX/ RCW 28A.640 Officers

Kelly Lagruta
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Sample Counseling and Guidance Plan*

I. PROGRAM GOALS:

A. The guidance and counseling program at the high school level will consist of group and individual activities and experiences with teachers and/or counselors in the classroom or private conferences which provide opportunities for each student to acquire abilities in the following areas:

1. Decision-making skills;

2. Obtaining information about self;

3. Understanding opportunities and alternatives in the educational program;

4. Setting career and educational goals;

5. Accepting increasing responsibilities for one's actions;

6. Skills in interpersonal relations;

7. Utilizing school and community resources.

B. At the high school, all staff members will be involved with the counseling and guidance needs of students.

C. At the high school, opportunities will be provided for parental involvement with student and staff in school-related matters.

II. RESPONSIBILITIES:

A. A certified counselor will be primarily responsible for guidance and counseling activities.

B. Staff members may be assigned to conduct classroom activities which contribute to reaching the program goals as their training and classroom circumstances permit.

III. EVALUATION/ASSESSMENT/CORRECTIVE ACTION:

A. The guidance and counseling program will be evaluated/ assessed in cooperation with the district staff.

B. Formal and informal data will be collected through the following methods, and interpreted for determining guidance and counseling needs of students and to modify the program to meet the needs:

**Adapted from the Counseling and Guidance Plan developed by Ken Cantrell, former principal, Manson High School, Manson, WA 98831.*

1. Input from faculty members through faculty meetings;
2. Testing information;
3. Needs assessments of students, staff, and parents;
4. Equity Assessment:
   a. Compile a listing of those classes in which there is an 80 percent enrollment of one sex, or of minority students.
   b. Utilize student/teacher surveys to identify areas of concern in career/multicultural/equity issues.
   c. Evaluate for possible minority/gender imbalance in upper level math, science, computer, vocational, and physical education classes.
   d. Identify students at risk for dropping out.
5. Student requests;
6. State input;
7. Administrative input;
8. Survey information.

IV. COUNSELOR ACTIVITIES:

A. Counseling:

1. Academic:
   a. Scheduling and course selection;
   b. Interpretation of graduation requirements;
   c. Four-year forecast;
   d. Annual interview.
2. Development of corrective plans of action:
   a. Determination of team planning members;
   b. Establishment of long-term/short-term goals;

c. Development of action plans;

d. Development of dissemination/inservice strategies to include all certificated and classroom personnel.

3. Interviews on attendance problems.

4. Career:

a. Annual interview on career goals;

b. Coordinate visits of military personnel.

5. Personal:

a. Interviews as needed;

b. Referral to other agencies as needed.

6. College:

a. Coordinate college visitation day;

b. Financial aid information;

c. Assist with scholarship information;

d. Admissions information.

B. Curriculum and scheduling:

1. Input on master schedule;

2. System of pre-registration as needed;

3. System of scheduling;

4. System of schedule changes;

5. Provide for parental involvement.

C. Testing:

1. Coordinate the district testing program;

2. Provide information and forms on college placement testing;

3. Provide for ASVAB testing;

4. Individual interest testing and surveys as needed.

D. Student records and data processing:

1. Maintain student progress and behavioral records;

2. System for reporting grades and credits to students and parents;

3. Evaluate progress of students to meet graduation requirements, and report to parents.

E. Conferences and referrals:

1. System for conferences on conference days;

2. System for deficiency reporting to parents;

3. Coordinate conferences between parents, teachers, students, and counselor.

4. System for referral to other agencies.

F. Orientation:

1. Eighth grade orientation in the spring. Provide information regarding graduation and credit requirements.

2. New student orientation as needed.

G. Professional activities/ inservice for staff as needed

V. OTHER ACTIVITIES:

A. The administration will provide opportunities and time for extra-curricular activities, clubs, and school government.

B. A schoolwide career day will be occasionally sponsored by the department which will encourage exploration of nontraditional career fields.

C. Staff members will provide opportunities for students to experience career materials such as tapes, filmstrips, movies, visitations, guest speakers, etc.

D. The school will provide academic, career, and other interest field trips.

E. All teachers are encouraged to teach the goals as they relate to their particular subject areas.

Recreational and School Activities Survey*

The following survey presents a whole range of activity programs that might be offered at your school, including physical education classes, intramural sports, interscholastic sports, and extracurricular clubs. The extent of actual offerings depends on student interest, school district financial resources, facilities, and the availability of school personnel for supervision.

This is your chance to help with decisions about what activities should be offered in the future.

Directions

Write in the name of your SCHOOL. On the lines marked GRADE and SEX, please print your grade and sex.

On the line reading ETHNICITY write from the list below the appropriate wording.

Asian/Pacific Islander American
African American
Hispanic American
Native American/Native Alaskan
European American
Multiracial American

If you have any comments, please write them on the back of your answer sheet.

DO NOT TURN THE PAGE UNTIL INSTRUCTED!

*NOTE: Survey Parts I and II are optional, Parts III and IV are the minimum required by WAC 392-190-040.

School_____ Grade_____

Sex _____ Ethnicity_____

PART I PHYSICAL EDUCATION ACTIVITIES ARE ACTIVITIES OFFERED AS PART OF THE DAILY PHYSICAL EDUCATION PROGRAM.

For each of the following physical education activities, please indicate how interested you would be in participating.

A - One of my favorite activities
B - Not one of my favorites, but okay
C - One of my <u>least</u> favorite activities

	A	B	C
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
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27.			
28.			
29.			
30.			
31.			

School_____ Grade_____

Sex _____ Ethnicity_____

PART II INTRAMURAL ACTIVITIES ARE INFORMALLY ORGANIZED ACTIVITIES THAT MAY OCCUR BEFORE OR AFTER SCHOOL AND DO NOT INVOLVE COMPETING WITH OTHER SCHOOLS.

For each of the following intramural activities, please indicate how interested you would be in participating.

A - I would really like to participate
B - I might like to participate
C - I would not participate

A	B	C		
			32.	Aerobics
			33.	Aquatics/Swimming
			34.	Archery
			35.	Basketball
			36.	Bowling
			37.	Circus Acts (e.g., juggling, balancing, unicycling)
			38.	Conditioning/Weight Control (e.g., jogging, weight training, nutrition)
			39.	Crew (rowing)
			40.	Cross-country
			41.	Cycling
			42.	Dance (e.g., folk, social, ethnic, street dancing)
			43.	Disc Sports (e.g., frisbee golf, ultimate frisbee)
			44.	Fencing
			45.	Field Hockey
			46.	Floor Hockey
			47.	Football—flag or touch
			48.	Golf
			49.	Gymnastics (e.g., tumbling, apparatus)
			50.	Hacky Sack
			51.	Handball
			52.	Jump Rope (e.g., tumbling, apparatus)
			53.	Racket Sports (e.g., table tennis, badminton, pickleball, tennis)
			54.	Roller-skating
			55.	Self-defense
			56.	Soccer
			57.	Softball
			58.	Track and Field
			59.	Volleyball
			60.	Water Polo
			61.	Wrestling
			62.	Other (Please write on the back of your answer sheet.)

School_____ Grade_____

Sex _____ Ethnicity_____

PART III EXTRACURRICULAR ACTIVITIES ARE ORGANIZED ACTIVITIES THAT MAY OCCUR BEFORE OR AFTER SCHOOL AND MAY OR MAY NOT INVOLVE COMPETING WITH OTHER SCHOOLS.

For each of the following extracurricular activities, please indicate how interested you would be in participating.

A - I would really like to participate
B - I might like to participate
C - I would not participate

A	B	C	
			63. Academic Decathlon
			64. Amnesty International
			65. Band
			66. Business Leaders
			67. Chess Club
			68. Cheerleaders
			69. Computer Club
			70. Debate
			71. DECA
			72. Drama
			73. FFA/FHA
			74. Foreign Language Club
			75. Honor Society
			76. International Club
			77. Journalism/Newspaper
			78. Key Club
			79. Knowledge Bowl
			80. Letter Club
			81. Orchestra
			82. Pep Club
			83. Pep Band
			84. Push Excel
			85. Running Club
			86. Vocal Music
			87. Yearbook
			88. Other (Please write on the back of your answer sheet.)

School_____ Grade_____

Sex _____ Ethnicity_____

PART IV INTERSCHOLASTIC SPORTS INVOLVE DAILY PRACTICES AND WEEKLY GAMES OR MEETS WITH OTHER SCHOOLS DURING THE SEASON.

IN THIS SECTION THE DIRECTIONS ARE A LITTLE DIFFERENT. Mark your answers on this sheet.

Read through this list and identify no more than four (4) activities that you might like to participate in on an interscholastic basis. Mark the "A" next to those activities. You should have marked four (4) or fewer "A's."

For those items for which you did not mark "A," mark:

B if you might be interested, and
C if you are not interested.

A	B	C		
			89.	Archery
			90.	Badminton
			91.	Baseball
			92.	Basketball
			93.	Lifting Weights
			94.	Crew (rowing)
			95.	Cross-country
			96.	Cycling
			97.	Fencing
			98.	Field Hockey
			99.	Floor Hockey
			100.	Football (flag or touch)
			101.	Football (tackle)
			102.	Golf
			103.	Gymnastics
			104.	Handball

A	B	C		
			105.	LaCrosse
			106.	Pickleball
			107.	Table Tennis
			108.	Tennis
			109.	Roller-skating
			110.	Self-defense
			111.	Soccer
			112.	Softball (if you mark "A" be sure to go to questions 1 and 2 below)
			113.	Swimming
			114.	Track and Field
			115.	Volleyball
			116.	Water Polo
			117.	Wrestling
			118.	Other _____

If you marked softball with an "A," please answer questions 1 and 2.

1. Have you ever participated in high school interscholastic softball?

   A. No
   B. Yes

2. Would you rather play fastpitch or slowpitch softball?

   A. Slowpitch
   B. Fastpitch

(Rev. 6/95)

Interscholastic Athletic Equity Self-Evaluation Worksheet

Objectives:

1. Develop "self-evaluation" which documents compliance with interscholastic athletic equity standards, per WAC 392-190-030.

2. Provide schools an opportunity to demonstrate progress toward compliance.

3. Composite score be accepted as evidence of compliance.

4. Establish statewide standards for compliance via a composite evaluation which includes all compliance criteria.

5. If a school meets a composite standard which shows satisfactory progress toward compliance or by overall "compliance score," the school may be evaluated as in compliance.

WAC 392-190-030

FACTOR/PROVISION	STANDARDS	SCORE
A. Equal Opportunity	Boys/girls competitive sports equal	
GOAL: To provide equal opportunities for boys and girls to participate in interscholastic sports.	Girls/boys sports offerings	10
	1 Less/more offerings	8
	2 Less/more	5
	3 Offerings less/more	0
	Participation % matches school M/F Enrollment %	
	Within 2%	10
	2%-5% difference	8
	5%-10% and reducing difference	7
	10% + and documented reducing	6
	10% + and no evidence of change	0
or may add	Participation district % matches State (WIAA) M/F %	
	Match state % or closer to 50-50	5
	Within 2% of state match	4
	2-5% difference	3
	5% +	0
	Score A (Maximum 20 Points) _____	
B. Equipment/Supplies	All moneys/equipment available equal	
GOAL: To provide equipment and supplies on an equitable basis for all boys' and girls' sports and to provide a system with which to monitor the purchase and use of such equipment and supplies.	All sports equal	10
	1 Sports inequity	9
	2 Sports inequity (one boy, one girl)	7
	3 Sports inequity (both same sex)	4
	4 Sports inequity	0
	Score B (Maximum 10 Points) _____	
C. Game Scheduling	Equal game and practice time, use of facilities, etc.	
GOAL: To provide equal game and practice time for boys and girls and equal access and equitable use of all facilities such as playing fields, courts, gymnasiums and pools.	All sports equal time/use	10
	1 Sport inequity, season by season	9
	2 Sports inequity, during year	7
	3 Sports inequity, during year	5
	4 Sports inequities	0
	Score C (Maximum 10 Points) _____	

D. Transportation, Travel Per Diem Allowances, Travel Schedules

GOAL: To provide an adequate balance of funds for travel for boys' and girls' sports and an equal per diem allowance for each athlete.

Budgeted and expended within 2%	10
Within 2-5%	8
Within 5-10% but equal over past three years	7
Over 5% difference without three-year plan	0

Score D (Maximum 10 Points) _____

E. Coaching of Students and Academic Tutoring

GOAL: To provide student athletes with qualified coaches and role models in numbers sufficient to insure equity in all sports offerings and to insure the safety of all boys and girls. Any provisions for academic tutoring will be provided for all student athletes as needed.

Same ratios, B/G coaches, each sport	5
Shared coaching to meet ratios	4
Within 2% difference of equal ratios	3
Over 2% difference	0
Same number M/F coaches	5
Number M/F coaches within two	4
Number M/F coaches within five	3
Over five more male coaches	0

Score E (Maximum 10 Points) _____

F. Assignment and Compensation of Coaches

GOAL: To provide a stipend for coaches on an equal basis depending on number of participants and safety of the student athletes and to ensure a salary scale equal for both boys' and girls' sports.

Salaries/assignments equal B/G	10
All number coaches within 2% equal ratio	8
95% of coaches within 2-5% with equalizing plan	7
85% of coaches within 2-5%	5
20% of coaches over 5% difference (assign or stipend)	0

Score F (Maximum 10 Points) _____

G. Inservice and Equity Compliance Plan

GOAL: Each school district to have on file a written plan to meet inservice and equity compliance standards.

Inservice/recruiting budget equals staff/participation ratios	10
Inservice budget designed equal to staff equity ratios	8
Inservice budget designed equal to participation ratios	8
Inservice budget includes equity training for all coaches	+2
School budgets and expends all inservice funds	+2

Score G (Maximum 10 Points) _____

H. Other Equity Standards
(May total 10)

GOAL: Equal provisions should be made for housing for all sports requiring overnight lodging. Likewise, any laundry services provided should be for all sports and any allocations for meals should be the same for all athletes.

Housing, dining, laundry, training room, etc. Same for B/G +2

Publicity and awards requirements, objectives, types same B/G +2

Annual review and self-analysis report to board annually +2

Student survey completed every three years, reviewed annually +2

Documentation of progress toward 50-50 participation +2

Hiring of coaches: Advertised and emphasized equitably +2

Score H (Maximum 10 Points) _____

Subtotal A-H (Max. 90 Points) _____

I. Self-Assessment With Documented Evidence of Progress Toward District's Equity Standards Report

GOAL: To maintain district's progress in meeting compliance.

The school will present a written report which documents successes/failures of efforts to comply with equity standards in the school program and planned efforts for the coming school year. (Up to 10)

If submitted, scores 0-10 to be added to subtotal

Score I (Maximum 10 Points) _____

CIRCLE SUBTOTAL SCORE

82-92	_____	In Compliance	_____
78-81	_____	Warning + Progress Plan	_____
75-77	_____	Probation + Progress Plan	_____
Below 75	_____	Noncompliance + Progress Plan	_____

(Rev. 11/95)

Washington Models for the Evaluation of Bias Content in Instructional Materials

Specific Sections of the Law Pertaining to the Selection of Instructional Materials

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination--Scope. (1) The superintendent of public instruction shall develop regulations and guidelines to eliminate sex discrimination as it applies to public school employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students.

. . .

(e) Specifically with respect to textbooks and instructional materials, which shall also include, but not be limited to, reference books and audio-visual materials, they shall be required to adhere to the guidelines developed by the superintendent of public instruction to implement the intent of this chapter: PROVIDED, That this subsection shall not be construed to prohibit the introduction of material deemed appropriate by the instructor for educational purposes.

WAC 392-190-055 Textbooks and instructional materials—Scope—Elimination of sex bias—Compliance timetable. (1) It is the intent of this section to eliminate sex bias in connection with any form of instruction provided by a school district.

(2) The instructional materials policy of each school district required by RCW 28A.320.230 shall incorporate therein, as part of the selection criteria, a specific statement requiring the elimination of sex bias in all textbooks and instructional materials including reference materials and audio-visual materials.

(3) The instructional materials committee of each school district shall establish and maintain appropriate screening criteria designed to identify and eliminate sex bias in all textbooks and instructional materials including reference materials and audio-visual materials: *Provided*, That such selection criteria shall be consistent with the selection criteria endorsed by the state board of education dated December 6, 1974, WAC 180-48-010, as now or hereafter amended, and WAC 180-46-005 through WAC 180-46-060, as now or hereafter amended. One of the aids to identification of sex bias in instructional materials consists of the *Washington Models for the Evaluation of Bias Content in Instructional Materials* published by the superintendent of public instruction.

(4) In recognition of the fact that current instructional materials which contain sex bias may not be replaced immediately, each school district should acquire supplemental instructional materials or aids to be used concurrent with existing materials for the purpose of countering the sex bias content thereof.

(5) Nothing in this section is intended to prohibit the use of assignment of supplemental instructional materials such as classic and contemporary literary works, periodicals and technical journals which, although they contain sex bias, are educationally necessary or advisable.

Guidelines for Identifying Bias

As we discover how to better teach and apply the principle of equity in our schools, we are learning the importance of perspective in points of view and the need to reflect the participation and the contribution of the various cultures and both genders in our curricula. It means a move toward respecting and appreciating differences and understanding how they contribute to the desirability of the whole. The diversity of race, custom, color, religion, age, physical make-up and lifestyle are positive and essential characteristics of our nation and its heritage.

The schools, of course, play a highly significant role in promoting or negating these points of view. The curriculum by which students learn shares this role with the teacher and other school staff. Attitudes expressed or modeled in materials, as well as by people, work against the development of the appreciation of diverse groups if they relegate groups of people to secondary or inferior status. A curriculum may perpetuate these attitudes and the behaviors they cause if it omits the history, contributions and lifestyles of a group; if it demeans a group by using patronizing language; or if it portrays a group in stereotyped roles with less than a full range of human interests, traits and capabilities.

The stereotypes of greatest concern today are those associated with:

Race
Ethnicity
Gender
Religion
Socioeconomic status
Disabling condition
Age
Family make-up
Native language
Occupation
Lifestyle

The following examples may help to identify bias in these areas. No attempt has been made to prepare an exhaustive list of indicators of bias. This is offered as a starting point from which teachers may develop their own lists specific to the materials they are considering. Terminology for various ethnic groups vary. This state agency is aware of that terminology variance, i.e., African American is interchangeable with black, Native American with American Indian.

Stereotypes Example	Alternative
Ethnic	
African Americans are depicted as violent, living only in ghettoes, employed only as singers or servants, often only as unemployed, dressed in poor or "Aunt Jemima" clothing.	All ethnic groups are portrayed as equally independent/dependent, leaders/subordinates, peaceable/militant, open/secretive, thoughtful/impulsive, tall/short, stocky/slender, tidy/messy, etc.
Native Americans are depicted as people of the past, as savages.	
Chinese Americans are depicted as living only in Chinatowns or doing laundry. Other Asian Americans, such as Filipinos, are depicted as gardeners or servants. Japanese are depicted only as participants in World War II.	
Hispanics are depicted as sleeping or only as migrant workers.	
Sexual	
Boys are depicted participating, girls as watching.	Members of both sexes are depicted as independent/dependent, positive/fearful, active/passive, intelligent, emotional, gentle and caring for others.
Women are depicted only in their relationship to males–husbands, sons, bosses.	Members of both sexes are depicted in nontraditional as well as traditional roles in the family, at work, and in leisure activities.
Women and girls are depicted as silly, giggly, timid and interested in trivial things.	
Stereotyped views are depicted of gay, lesbian and bisexual people.	People of all lifestyles are portrayed sometimes as able-bodied, healthy, ill and having disabilities.

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Men and boys are approved of only when they are fearless, confident, winning or at least desiring to win, controlling their emotions.	

Other Types

Only *nuclear family* groups are portrayed, with breadwinner father, homemaker mother, and two to four children.	In addition to the traditional *nuclear family* model, family groups are depicted in which there are single parents, adopted and foster children, stepparents, same-sex parents, and/or relatives living with the family, relatives as surrogate parents. *Extended family* models are depicted, where emphasis is placed on roles and relationships rather than physical proximity.
People in certain groups are depicted always eating the same food, dressing in the same clothing—children with lollipops; older women with aprons and print dresses; Asians eating rice with chopsticks; Jewish men identified by skull caps; Hispanics with sombreros; disabled with crutches.	People of all groups are depicted in a variety of clothing, with a variety of eating habits and activities, indicating that each person belongs to many groups and may take part in many different activities, eat many different foods, etc.
Certain groups are presumed to be better at some activities than others. Girls are assumed to be better at cutting out paper dolls and garments, while boys are better at building things. African Americans are assumed to be more athletic and more musical as a group than Caucasians.	Certain *individuals* are depicted as good at certain activities without references to a group to which the individual may belong. No assumption is made about a group's abilities or lack of same.
Couples are always depicted as young, able-bodied, heterosexual and, if adult, as parenting.	Couples who do not have children are still described in some cases as "families." People of all varieties and ages are depicted as capable of loving.

Biased Language

Example	Alternative
Materials encourage majority students to *help* non-majority people, who are spoken of as less fortunate, needy, disadvantaged, underprivileged, trying as hard as they can–all terms which are patronizing and depict non-majority people in terms of the ways in which they may *have* less than majority people, with the implications that they must somehow then *be* less than majority people.	Non-majority people are spoken of as having equal worth to majority people, as having points of view with equal value, having equal right to society's benefits and, when appropriate, as being victimized or unfairly treated by majority customs and institutions which fail to acknowledge the human dignity of all people. The right of non-majority people to decide what is best for themselves is stressed by authors and procedures.
Non-majority people or women are identified by first names only—Joe, instead of Joe Smith or Mr. Smith—while majority people are referred to by full name or title. Non-majority people or women are referred to by diminutives of their names—Sammy, little Juanita, Baby Doll—while majority people or men are referred to in less patronizing terms.	All people portrayed are spoken of in balanced ways—first names under similar circumstances; full names and/or titles for all, if for any; diminutives for all those concerned in situations of familiarity—John, Mary, Susan Jones, Mr. Taylor.
Women are referred to as girls or gals. People in less traditional roles are referred to in terms of their sex—lady lawyer, authoress, career girls, male nurse.	Women are referred to as women. Women who are lawyers or authors are referred to as lawyers or authors; men who are nurses as nurses. Women who have careers are, when appropriate, described as performing the particular work they do.
References to non-majority people or women are omitted in ways that perpetuate the belief that European American men	The contributions of Native Americans and African Americans throughout the nation, and of Asian Americans and Mexican

built this nation. "Yankee ingenuity triumphed as the farmer and his sons carved a foothold in the wilderness."	Americans in the West, are acknowledged in accounts of how European Americans propsered in this country. ("European American families built farms in an area they called New England.")
Humankind is referred to by the generic *he* and certain other phrases exclude women. ("Anyone wishing to go must show his pass." "All delegates and their wives . . .")	*He* is no longer assumed to be generic. There are several widely used generic forms: He/she, his or her, s/he. *Their* may be used when grammatically correct, and is often used in conversation even when not grammatically correct. All delegates may be referred to as being with or without spouses or guests. Changing singulars to plurals often helps. ("All those wishing to go must show their passes.")
Nonstandard English phrases appear quaint, uneducated and in some way less than majority English. "I tru tink beneath d'skin is all d'same," attributed to an African American fictional character, is not portrayed as a statement in Black English, which is a language with its own syntax. It comes across as a substandard version of a favorite majority English expression. "So solly" and "Ah, so" are used to mock; they are not made to echo nonstandard English accents.	
Phoenetic variations of majority speech, such as that of Boston or southern Illinois are not printed as a rule, although white southern speech is occasionally mocked in this way, also.	Non-English phrases are used accurately and, when appropriate, authority for them is cited.

Some non-English phrases are misused. "Como mucho?" in Spanish means "Do I eat a lot?" and is used in error if assumed to mean "How much?"—the often-used translation.	
A variety of terms are misused, such as "homosexual" or "housewife."	Appropriate, positive terms should be used to reference people.
The term "siesta" is distorted patronizingly to indicate a time of laziness or somnolence during the normal working day.	The "siesta" is properly identified as a noon break in tropical climates, after which work is resumed into the cooler evening.

Omission

Non-majority and women's contributions to history, science, etc., are segregated in special chapters, sections, units or bordered boxes, and do not appear in context.	Non-majority and women's contributions are interwoven with the rest of the text, as they are in life. A person's hidden disabled condition or other difference is noted.
The civil rights of one minority group are discussed in a government textbook. One portrait of another minority group is included (along with a bordered box) of its possible contribution to American federalism; several famous women are discussed under sub-headings in bold-face type. Only European-American traditional male lifestyles of the period are suggested.	Inadequate treatment of non-majority people and women is supplemented by pictorial content and ample supplementary information accompanying the original material. Each discussion promotes respect for human diversity.

Perspective

Certain persons or groups are defined only in terms of their relationship to others—Mr. Jones' wife Sara; elderly people no longer able to perform some youthful activity.	People are defined in terms of themselves —Sara Jones; elderly people out for a stroll, or shopping or doing what they *are* doing.

Nonwhite people are portrayed as if they would prefer to be white. Portraits of African Americans show dark-colored Caucasian features. Indian princesses are used to represent Native American components of a story.	Nonwhite people are shown in realistic graphics which allow nonwhite children to identify proudly with them. Native Americans are portrayed in real roles with Native American features and styles.
Non-majority people are shown only as they follow the lead of the majority or as they appear to be menacing majority welfare. Families of migrant workers are spoken of as learning to send their children to school and to care for their health because of majority benevolence; nontraditional families are shown as threatening the stability of the family.	Non-majority people, including members of nontraditional families, are shown as making independent judgments for their own welfare and that of their families. The availability of service and resources is treated realistically—distance to school, cost of transportation, farm wages, cost of health identified as factors in migrant family decisions. Terms, such as stability, are defined and indicators of what authors consider desirable are clearly set forth for all to judge for themselves.
Authors or producers *blame the victim*. The unemployed are portrayed as lazy; lower socioeconomic groups as not understanding the value of money; slaves as having been happy that way; women as biologically subservient; or conversely, unnatural if they wish to be the equals of men, wearing mannish clothes or acting in eccentric ways.	The causes of inequity are examined by looking at forces external to those who are victimized. Employers' attitudes are examined when considering which peoples are most often denied employment. African-American tastes in automobiles are discussed in terms of auto mortgages available to them although housing mortgages are not. Slaves' attitudes are linked to their survival. Spirituals were coded messages concerning successful escapes, etc.
Authors or producers use the "third person omniscient" and automatically lock viewers or readers into their point of view.	Presentations point out alternative points of view. "Another view is expressed by some historians, who show that . . ."

What to Do About Bias — Some Overall Considerations

Selection of instructional materials logically begins with the teacher, who first determines the need for resources and sorts out the possibilities on the basis of content, presentation style and available funds. It is the teachers who first apply criteria in screening materials for purchase and evaluate existing materials prior to recommendation by the principal and consideration by the district instructional materials selection committee. It is also the teachers who choose materials to use as examples, to teach the fact of bias to students, and to encourage them to deal with it constructively. Therefore, if materials evaluation is to assist teachers to teach, rather than setting up a hoop to be jumped through for approval of an intended purchase, some practical and specific questions must first be addressed and answers agreed upon throughout the district. Teachers may then reasonably expect to be supported in the judgments and recommendations they make. Teachers have a right to ask for answers to these questions:

1. How will buildings and the district as a whole reach agreement so that judgments will be reasonably consistent and generally adhered to, even though staff changes?

2. Who will identify—and who will collect—appropriate supplementary materials for use with texts which are the best available but not up to district standard?

Many screening tools are in use across the state. See pages 75 and 83 for samples of screening criteria.

Many tools a district may choose to focus on will be improved by being made more specific. For instance, how many lifestyles does it take to be "a variety"? Also, in many cases, general screening questions are so prejudicially worded as to be almost rhetorical: "Are derogatory comments directed against women?" "Does the author avoid distortion and bias?" and "Does the material deal fairly with past and present issues and problems?"

Another concern in determining specific criteria is choosing indicators with long-range application rather than those which may speak to current issues only. One example is the recent emphasis on "nontraditional lifestyles" in screening tools. It was pointed out that it should be equally permissible to live traditionally as to live nontraditionally. Similarly, in our enthusiasm for promoting job equity, women should not be castigated for choosing to work at home. The rule of thumb for screening criteria must be that they: (a) promote respect for diversity; and (b) are based on reality. Reality changes as environments and inter-relationships change, and the challenge to us as educators is to continue testing for reality and adapting our perspective to match what we find out.

Finally, if respect for diversity and human dignity is the goal and if teachers' work in evaluating materials is to be meaningful, the nature of citizen participation in evaluating materials in a district must be mutually determined between citizens and schools. Citizen concern about materials used in the schools which violate their personal beliefs should neither go unanswered and dissatisfied, nor should citizens be given the right to dictate to others who believe differently.

These overall considerations may best be addressed by a program which includes staff participation in awareness workshops, leadership by principals in setting building goals, and support and direction from the instructional materials selection committee in developing district adherence to state goals.

Computer Software

In using computer software programs, it is essential that districts deal with racism, sexism and equity in selection and evaluation of software.

RCW 28A.320.230 requires all school districts in Washington State to adopt instructional materials selection policies and procedures. Selection of software used in instructional programs should therefore follow the procedure outlined in each district's instructional materials policy. The district policy should be reviewed to see that existing procedures are appropriate for selection for computer software. The procedures should be revised or added to if they are inappropriate for this medium. As with all other material, computer software needs to be screened for bias as well as educational excellence.

WAC 392-190-055 requires that: (1) the instructional materials policy of each district must incorporate a specific statement requiring the elimination of sex bias in all textbooks and instructional materials, including reference materials, audio-visual materials and new software; and (2) the instructional materials committee of each school district establish and maintain appropriate screening criteria designed to identify and eliminate sex bias in all textbooks and instructional materials, including reference materials, audio-visual materials and new software.

Ten Quick Ways to Analyze Children's Books for Racism and Sexism

The Council on Interracial Books for Children
1841 Broadway, New York, New York 10012
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Both in school and out, young children are exposed to racist and sexist attitudes. These attitudes—expressed over and over in books and in other media—gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a librarian or teacher to convince children to question society's attitudes.

But if a child can be shown how to detect racism and sexism in a book, the child can proceed to transfer the perception to wider areas. The following ten guidelines are offered as a starting point in evaluating children's books from this perspective.

1. Check the illustrations.

Look for stereotypes. A stereotype is an oversimplified generalization about a particular group, race or sex which usually carries derogatory implications. Some infamous (overt) stereotypes of blacks are the happy-go-lucky watermelon-eating Sambo and the fat, eye-rolling "mammy." Of Chicanos, the sombrero-wearing peon or fiesta-loving, macho bandito; of Asian Americans, the inscrutable, slant-eyed "Oriental"; of Native Americans, the naked savage or "primitive brave" and his squaw; of Puerto Ricans, the switchblade-toting teenage gang member; of women, the completely domesticated mother, the demure, doll-loving little girl, or the wicked stepmother. While you may not always find stereotypes in the blatant forms described, look for variations which in any way demean or ridicule characters because of their race or sex.

Look for tokenism. If there are racial minority characters in the illustrations, do they look just like whites except for being tinted or colored in? Do all minority faces look stereotypically alike, or are they depicted as genuine individuals with distinctive features?

Who's doing what? Do the illustrations depict minorities in subservient and passive roles or in leadership and action roles? Are males the active "doers" and females the inactive observers?

2. Check the story line.

The liberation movements have led publishers to weed out many insulting passages, particularly from stories with black themes and from books depicting female characters; however, racist and sexist attitudes still find expression in less obvious ways. The following checklist suggests some of the subtle (covert) forms of bias to watch for.

Standard for success. Does it take "white" behavior standards for a minority person to "get ahead"? Is "making it" in the dominant white society projected as the only ideal? To gain acceptance and approval, do persons of color have to exhibit extraordinary qualities—excel in sports, get A's, etc.? In friendships between white and third world children, is it the third world child who does most of the understanding and forgiving?

Resolution of problems. How are problems presented, conceived and resolved in the story? Are minority people considered to be "the problem"? Are the oppressions faced by minorities and women represented as related to social injustice? Are the reasons for poverty and oppression explained, or are they accepted as inevitable? Does the story line encourage passive acceptance or active resistance? Is a particular problem that is faced by a racial minority person or a female resolved through the benevolent intervention of a white person or a male?

Role of women. Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks or to their relationship with boys? Are sex roles incidental or critical to characterization and plot? Could the same story be told if the sex roles were reversed.

3. Look at the lifestyles.

Are third world persons and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia? If the minority group in question is depicted as "different," are negative value judgments implied? Are minorities depicted exclusively in ghettoes, barrios or migrant camps? If the illustration and text attempt to depict another culture, do they go beyond over-simplifications and offer genuine insights into another lifestyle? Look for inaccuracy and inappropriateness in the depiction of other cultures. Watch for instances of the "quaint-natives-in-costume" syndrome (most noticeable in areas like costume and custom, but extending to behavior and personality traits as well).

4. Weigh the relationships between people.

Do the whites in the story possess the power, take the leadership, and make the important decisions? Do racial minorities and females function in essentially supporting roles?

How are family relationships depicted? In black families, is the mother always dominant? In Chicano families, are there always lots of children? If the family is separated, are societal conditions—unemployment, poverty, for example—cited among the reasons for the separation?

5. Note the heroes.

For many years, books showed only "safe" minority heroes—those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes (of both sexes) based on their own concepts and struggles for justice.

When minority heroes do appear, are they admired for the same qualities that have made white heroes famous or because what they have done has benefited white people? Ask this question: "Whose interest is a particular hero really serving?"

6. Consider the effects on a child's self-image.

Are norms established which limit the child's aspirations and self-concepts? What effect can it have on black children to be continuously bombarded with images of the color white as the ultimate in beauty, cleanliness, virtue, etc., and the color black as evil, dirty, menacing, etc.? Does the book counteract or reinforce this positive association with the color white and negative association with black?

What happens to a girl's self-image when she reads that boys perform all of the brave and important deeds? What about a girl's self-esteem if she is not "fair" of skin and slim of body?

In a particular story, is there one or more persons with whom a minority child can readily identify to a positive and constructive end?

7. Consider the author's or illustrator's background.

Analyze the biographical material on the jacket flap or the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with the subject? If the author and illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of this book?

8. Check out the author's perspective.

No author can be wholly objective. All authors write out of a cultural as well as a personal context. Children's books in the past have traditionally come from authors who are white and who are members of the middle class, with one result being that a single ethnocentric perspective has dominated American children's literature in the United States. With the book in question, read carefully to determine whether the direction of the author's perspective substantially weakens or strengthens the value of his/her written work. Is the perspective patriarchal or feminist? Is it solely Eurocentric or do minority cultural perspectives also receive respect?

9. Watch for loaded words.

A word is loaded when it has insulting overtones. Examples of loaded adjectives (usually racist) are savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile, and backward.

Look for sexist language and adjectives that exclude or ridicule women. Look for use of the male pronoun to refer to both males and females. While the generic use of the word "man" was accepted in the past, its use today is outmoded. The following examples show how sexist language can be avoided: ancestors instead of forefathers; chairperson instead of chairman; community instead of brotherhood; firefighters instead of firemen; manufactured instead of manmade; the human family instead of the family of man.

10. Look at the copyright date.

Books on minority themes—usually hastily conceived—suddenly began appearing in the mid-1960s. There followed a growing number of "minority experience" books to meet the new market demand, but most of these were still written by white authors, edited by white editors and published by white publishers. They therefore reflected a white point of view. Not until the early 1970s did the children's book world began to even remotely reflect the realities of a pluralistic society. The new direction resulted from emergence of third world authors writing about their own experiences in an oppressive society. This promising direction has been reversing in the late 1970s. Non-sexist books, with rare exceptions, were not published before 1972 to 1974.

The copyright dates, therefore, can be a clue as to how likely the book is to be overtly racist or sexist, although a recent copyright date, of course, is no guarantee of a book's relevance or sensitivity. The copyright date only means the year the book was published. It usually takes about two years—and often much more than that—from the time a manuscript is submitted to the publisher to the time it is actually printed and put on the market. This time lag meant very little in the past, but in a time of rapid change and changing consciousness, when children's book publishing is attempting to be "relevant," it is becoming increasingly significant.

General Criteria for Evaluating Instructional Materials

The following criteria are to help you evaluate instructional materials. Indicate your judgment by circling the appropriate number. Each item must be rated. A separate evaluation sheet is necessary for each set of materials considered for recommendation.

(Note: Comments which would add to this evaluation are appreciated; please use last page.)

Evaluated by _____ Date _____
Committee _____ School _____

Data for materials evaluated:

Author _____

Title _____

Publisher or producer _____

Copyright date _____ Type of material _____

Grade level of material being evaluated _____

Is this material part of a series? Yes ____ Series grade level _____
No ____

Title of series _____

Cost per item _____

Summary of Evaluation

		High---------Low					M*	N/A*
I.	Text Format	5	4	3	2	1	0	N/A
II.	Audio-visual format considerations	5	4	3	2	1	0	N/A
III.	Organization and overall content	5	4	3	2	1	0	N/A
IV.	Bias content	5	4	3	2	1	0	N/A
V.	Teacher guide	5	4	3	2	1	0	N/A
VI.	Purchase priority	5	4	3	2	1	0	N/A

* M = Missing: material should have had item but does not
* N/A = Not applicable

Bias Content (i.e. , Gender, Cultural, Religious, Economic)

1. Presents more than one view of controversial issues. 5 4 3 2 1 0 N/A

2. Presents accurate facts when generalizations are made. 5 4 3 2 1 0 N/A

3. Includes all socioeconomic levels and settings and all ethnic groups. 5 4 3 2 1 0 N/A

4. Gives balanced treatment of the past and present. 5 4 3 2 1 0 N/A

5. Promotes the diverse character of our nation by: 5 4 3 2 1 0 N/A

   a. presenting the positive nature of cultural differences;
   b. using languages and models which treat all human beings with respect, dignity and seriousness;
   c. including characters which help students identify positively with their heritage and culture;
   d. portraying families realistically (one-parent, two-parent, several generations);
   e. portraying persons with disabilities realistically.

6. Includes various cultural groups and both genders by: 5 4 3 2 1 0 N/A

   a. presenting their roles positively and in realistic manner;
   b. having their contributions, inventions or discoveries appear equitably with men;
   c. depicting them in a variety of occupations and at all levels in a profession;
   d. having their work included in materials;
   e. presenting information from their perspective; and
   f. having appropriate illustrations.

Use this space for comments:

Please complete the following information in detail: For Office Use

Date request submitted _____

Date approved by IMSC _____

Date approved by Board _____

Form for selection of basic instructional materials

School or district committee submitting request:_____

_____

List names of persons who evaluated this material:

Name	Position	School

I. **Requested material.**

Type of material being requested:

Book _____ Film _____ Filmstrip _____ Other _____

Title: _____ Copyright: _____

Author: _____ Publisher: _____

II. **Course information.**

Name of course in which requested material will be used:_____

Grade level(s) for which this material is being requested:_____

Range of readability levels (Using Fry's Readability Formula):_____

Average readability level: _____ Number of passages sampled:_____

III. **Course goals.**

Selection of basic instructional materials must be consistent with district, department and course goals. In the area below, please list, if available, the state course goals for the area of study in which these materials will be used. Identify with a check mark, the goal(s) which are specifically being addressed with these materials.

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IV. **Cost analysis.**

First-year cost per student: _____
Cost per student to maintain on a yearly basis: _____
Number of students to use materials: _____
Other costs (specify): _____

Total cost of adoptions for: Building _____ District _____

V. **Community standards information.**

1. Has this material been screened in view of the age, experience, and maturity level of the students for whom it is intended?

_____ Yes _____ No

2. Does it contain any of the following:

Profane or obscene language?	_____ Yes	_____ No
Graphic sexual incidents?	_____ Yes	_____ No
Moral issues?	_____ Yes	_____ No
Value judgments?	_____ Yes	_____ No
Controversial ideology or philosophy?	_____ Yes	_____ No

3. If the material contains any of the above, please cite examples and page numbers and justify its use.

Example	Page	Comment

Additional comments:

VI. **Comparative text analysis. (Note: If the material being evaluated is a novel or literary work, omit Section VI and complete Section VII.)**

Using the following rating scale, evaluate the material in each area identified. Fill in title, publisher and copyright date for each text..

* M = Missing: material should have had item but does not
* N/A = Not applicable

A. **Technical quality.**

	High--------Low					M*	N/A*
1. General appearance.	5	4	3	2	1	0	N/A
2. Readability of type.	5	4	3	2	1	0	N/A
3. Quality of paper and binding.	5	4	3	2	1	0	N/A
4. Appropriateness of illustrations.	5	4	3	2	1	0	N/A
5. Format and general organization.	5	4	3	2	1	0	N/A

B. **Effectiveness of material.**

1. Adapts to individual needs and/or interests.	5	4	3	2	1	0	N/A
2. Has appropriate sequential development.	5	4	3	2	1	0	N/A
3. Provides varied teaching and learning strategies.	5	4	3	2	1	0	N/A
4. Provides for measuring student achievement.	5	4	3	2	1	0	N/A
5. Provides management system for tracking student progress.	5	4	3	2	1	0	N/A
6. Provides clearly organized teacher edition.	5	4	3	2	1	0	N/A

C. **Content.**

1. Consistent with district, program and course goals.	5	4	3	2	1	0	N/A
2. Reflects respect for personal worth and lifestyles.	5	4	3	2	1	0	N/A

3.	Aids in building positive attitudes and understandings.	5	4	3	2	1	0	N/A
4.	Depicts cultural diversity.	5	4	3	2	1	0	N/A
5.	Deals effectively with issues and problems.	5	4	3	2	1	0	N/A
6.	Offers accurate and/or realistic treatment of subject.	5	4	3	2	1	0	N/A
7.	Incorporates balanced viewpoints.	5	4	3	2	1	0	N/A
8.	Makes provision for distinguishing between fact and opinion.	5	4	3	2	1	0	N/A
9.	Stimulates critical thinking.	5	4	3	2	1	0	N/A

D. **Criteria for gender bias.**

1.	Material divides qualities such as leadership, imagination, intelligence and courage approximately evenly between male and female characters.	5	4	3	2	1	0	N/A
2.	Females and males are equally represented as central characters in story and illustrative materials.	5	4	3	2	1	0	N/A
3.	Both men and women are shown performing similar work in related fields.	5	4	3	2	1	0	N/A
4.	Males and females are shown working together.	5	4	3	2	1	0	N/A
5.	People are referred to by their own names and roles as often as they are referred to as someone's spouse, parent or sibling.	5	4	3	2	1	0	N/A
6.	Stereotyping language such as "women chatting/men discussing" is avoided.	5	4	3	2	1	0	N/A
7.	Biographical or historical materials include a variety of male and female contributions to society.	5	4	3	2	1	0	N/A
8.	Both males and females are given credit for discoveries and contributions to social, artistic, and scientific fields.	5	4	3	2	1	0	N/A

9.	Groups which may include both males and females are referred to in neutral language such as people, mail carriers, firefighters, or legislators.	5	4	3	2	1	0	N/A
E.	**Criteria for racial/ethnic bias.**							
1.	Materials contain racial/ethnic balance in main characters and in illustrations.	5	4	3	2	1	0	N/A
2.	Oversimplified generalizations about racial groups are avoided in illustrations and in text materials.	5	4	3	2	1	0	N/A
3.	Minority characters are shown in a variety of lifestyles in active, decision-making and leadership roles.	5	4	3	2	1	0	N/A
4.	The vocabulary of racism is avoided.	5	4	3	2	1	0	N/A
5.	Minority characters are given credit for discoveries and contributions to social, artistic, and scientific fields.	5	4	3	2	1	0	N/A
VII.	**Review of literary works.**							
A.	Using the same rating scale, evaluate the material in each area identified:							
1.	Is appropriate to the intellectual readiness of students.	5	4	3	2	1	0	N/A
2.	Stimulates critical thinking.	5	4	3	2	1	0	N/A
3.	Helps students gain a better understanding of life's experiences.	5	4	3	2	1	0	N/A
4.	Holds potential interest of students.	5	4	3	2	1	0	N/A
5.	Is on a subject of lasting significance.	5	4	3	2	1	0	N/A
6.	Broadens students' literary experiences.	5	4	3	2	1	0	N/A

Total scores

B. Explain your choice of this literary work in terms of such qualities as character development, style, author's purpose, theme, symbolism, etc. (Use attachments if necessary.)

C. Please note any special problems that may arise related to sex, race, or ethnic bias, and how you plan to handle the problems in the classroom.

D. What other titles were considered in making your final selection?

Summary information:

List total points for each area by publisher/title.

A. Technical Quality _____

B. Effectiveness of Material _____

C. Content _____

D. Sex Bias _____

E. Racial/Ethnic Bias _____

F. Review of Literary Work _____

GRAND TOTAL _____

Additional Rationale for Selection of these Materials: _____

_____

_____

APPROVED BY:

Department Chairperson: _____ Date: _____

Principal: _____ Date: _____

Director of Program Planning: _____ Date: _____

Sample Sexual Harassment Policy

Washington State School Directors' Association #8700 and the Office of Superintendent of Public Instruction

This district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

1. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;

2. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or

3. Unwelcome sexual- or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, if appropriate.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have access to school property and activities restricted, as appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The superintendent shall develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The superintendent shall develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy shall be posted in each district building in a place available to staff, students, parents, volunteers and visitors. The policy shall be reproduced in each student, staff, volunteer and parent handbook.

The superintendent shall make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

Cross References:

Board Policy 3210	Nondiscrimination
Board Policy 3240	Student Conduct
Board Policy 3421	Child Abuse and Neglect
Board Policy 5010	Nondiscrimination
Board Policy 5255	Disciplinary Action and Discharge

Legal References:

RCW 28A.640.020	Regulations, guidelines to eliminate discrimination–Scope
WAC 392-190-056 to 058	Sexual harassment

Adoption Date: WSSDA: 01/18/95

Sample Sexual Harassment Procedures

Washington State School Directors' Association #8700 and the Office of Superintendent of Public Instruction

Informal Complaint Process: Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to and the process for filing a formal complaint. Staff shall also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff shall also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct. Informal remedies include an opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face; a statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process: Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. Potential complainants who wish to have the district hold their identity confidential shall be informed that the district will almost assuredly face due process requirements that will make available all of the information that the district has to the accused. The district will, however, fully implement the anti-retaliation provisions of this policy to protect complainants and witnesses. Student complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district needs to conduct an investigation based on information in his or her possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

A. The compliance officer shall receive and investigate all formal, written complaints of sexual harassment or information in the compliance officer's possession that the officer believes requires further investigation.

B. All formal complaints shall be in writing; shall be signed by the complainant; and shall set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.

C. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.

D. The superintendent shall respond in writing to the complainant and the accused within 30 days stating:

1. That the district does not have adequate evidence to conclude that harassment occurred;

2. Corrective actions that the district intends to take; and/or

3. That the investigation is incomplete to date and will be continuing.

E. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than 30 days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If a student remains aggrieved by the superintendent's response, he or she may pursue the complaint as one of sexual discrimination pursuant to Policy 3210, Nondiscrimination. Similarly staff may pursue complaints further through the appropriate collective bargaining agreement process or anti-discrimination policy.

A fixed component of all district orientation sessions for staff, students and regular volunteers shall introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff shall be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure. Certificated staff shall be reminded of their legal responsibility to report suspected child abuse and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers shall get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of sexual harassment.

As part of the information on the recognition and prevention of sexual harassment, staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

1. Demands for sexual favors in exchange for preferential treatment or something of value;

2. Stating or implying that a person will lose something if he or she does not submit to a sexual request;

3. Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;

4. Making unwelcome, offensive or inappropriate sexually suggestive comments, gestures or jokes, or remarks of a sexual nature about a person's appearance, gender or conduct;

5. Using derogatory sexual terms for a person;

6. Standing too close, inappropriately touching, cornering or stalking a person; or

7. Displaying offensive or inappropriate sexual illustrations on school property.

Annually the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent shall prepare a report to the board including, if necessary, any recommended policy changes. The superintendent shall consider adopting changes to this procedure if recommended by the committee.

Adoption Date: WSSDA: 01/18/95

SAMPLE

LOCAL SCHOOL DISTRICT NO. 000
ADDRESS
CITY, WA 00000
(000) 000-0000

DISCRIMINATION INQUIRY FORM

Under the provisions of Title IX of the Education Amendments of 1972 and chapter 28A.640 RCW, no person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination on the basis of sex under any education or employment program or activity in the public school system.

In compliance with Title IX and chapter 28A.640 RCW, this procedure has been established to allow students and employees to alert the school to areas requiring correction or modification. Upon completion of this form, please file it with the district compliance officer (name, address and phone number.)

NAME	TELEPHONE NUMBER
ADDRESS	CITY/STATE/ZIP

1. Please check area of concern:

- ☐ Counseling Services
- ☐ Course Offerings
- ☐ Physical Education
- ☐ Vocational Training
- ☐ Employment
- ☐ Sexual Harassment
- ☐ Athletics (Interscholastic)
- ☐ Extracurricular Activities
- ☐ Use of Facilities
- ☐ Scholarships and Financial Aid
- ☐ Textbooks and Instructional Materials
- ☐ Other (Please specify)

2. Give the grounds for your complaint, including all names, dates and places necessary to the understanding of the situtation. _____

3. What resolution or remediation would you like to occur? _____

4. This matter has been discussed with the teacher, supervisor or individual(s) involved. YES ☐ NO ☐

If "yes," to whom have you spoken? Name and dates. _____

Results of your discussion(s) _____

I (we) understand that the school may request further information about this complaint and, if such information is available, I (we) shall present it upon request.

Signature _____ Date _____

(Rev. 11/95)

Sample Statement
Nondiscrimination for School and Public Announcements

The _____ School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex or disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28A.640 compliance officer and/or Section 504/ADA coordinator.

Title IX/RCW 28A.640 compliance officer:
Address:
Telephone number:

Section 504/ADA coordinator:
Address:
Telephone number:

Sample Statement
Nondiscrimination for Employment Announcements

The _____ School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex or disability. This holds true for all district employment and opportunities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28A.640 compliance officer and/or Section 504/ADA coordinator.

Title IX/RCW 28A.640 compliance officer:
Address:
Telephone number:

Section 504/ADA coordinator:
Address:
Telephone number:

Revised 11/95

Complaint Process RCW 28A.640

Written Complaint Received → Investigation by Compliance Officer → Written Response by Superintendent

30 Days*

Corrective Measures Instituted Within ← or → If allegations denied or complainant dissatisfied with action/inaction: appeal to school board **within 10 days** of superintendent's response or expiration of 30-day response period

Filing of Written Notice of Appeal → Hearing: Board of Directors

20 Days

↓

Written Response of Board Within **10 Days***

↓

If complainant remains aggrieved, s/he may appeal to OSPI in a written statement within

10 Days

↓

OSPI Hearing Within

40 Days

** Refers to Calendar Days*

Sample Job Description
School District Title IX/ RCW 28A.640 Compliance Officer

This position is responsible for:

1. Providing districtwide leadership, faculty inservice and student training in the areas of sex bias awareness, harassment and strategies for reducing student-to-student harassment situations.

2. Annually reviewing the district's compliance with the athletic equity guidelines for all interscholastic and extracurricular activities, and submitting copies of compliance documentation as well as areas requiring attention to each building and the superintendent. This includes:

   A listing of current activities offered;
   Copies of interscholastic game schedules (boys' and girls' sports);
   Comparison of expenditures, donations and fund raising per sport;
   List of coaches by gender and salary by sport;
   Number of teams and participants by sport;
   Review of most recent student interest survey; and
   Other appropriate analyses by sport demonstrating equitable opportunity.

3. Annually reviewing physical education, vocational, advanced placement, advanced math and science courses at the secondary schools, including a breakdown of male/female in each course by section.

4. Providing Level I conflict resolution services (Policy 3210 and Procedure) as part of the district appeal procedure for students involved in discrimination and/or sexual harassment complaints in an attempt to resolve these student conflict situations as close to the problem as possible.

5. Assisting the district in maintaining a testing and guidance and counseling program free of gender bias, which affords an equal educational opportunity for all students.

6. Assisting with other duties as assigned to assist in maintaining district compliance with the federal Title IX and state requirements under chapter 28A.640 RCW.

(Reprinted with permission from Chimacum School District.)

Encouraging Staff Diversity in Employment Programs

Superintendent of Public Instruction
Office for Equity Education
State of Washington

Guidelines for School District Affirmative Action in Employment Programs Filed under Chapter 392-200 WAC

August 1984
Reprinted, June 1985
Revised, December 1986
Revised, March 1988
Revised, March 1990
Revised, September 1992
Revised, August 1994

Preface

School districts in the state of Washington are subject to the enforcement jurisdiction of the Washington State Human Rights Commission (WSHRC). The commission was established for the administration and enforcement of Washington State laws against discrimination, found in chapter 49.60 RCW. State law prohibits discrimination in places of public accommodation and in employment based on race, creed, color, national origin, age (40-70), sex, marital status, or physical, sensory or mental disability.

Public schools are places of public accommodation under chapter 49.60.215 RCW and employers are subject to enforcement of WSHRC's unfair practices of employers, found under chapter 49.60.180 RCW. Thus discrimination by school districts is a violation of state law. Those school districts which do not comply with WSHRC's nondiscriminatory requirements risk enforcement actions by the commission.

To assist the state's school districts in complying with the nondiscrimination requirements of WSHRC, the Office of Superintendent of Public Instruction (OSPI) provides the following technical assistance as guidelines. These guidelines have been developed in cooperation with the WSHRC. School districts are encouraged to comply with the guidelines established in this document.

WSHRC will be kept informed as to the status of school districts' efforts and compliance with chapter 49.60 RCW.

Introduction

The intent of these guidelines is to assist local and educational service districts to continue building school district staffs which reflect our current and increasingly diverse society.

Good faith affirmative action/staff classification efforts indicate that school districts should actively seek members of various protected classes for equal employment.

These guidelines have been developed in cooperation with WSHRC.

1. School districts are to develop plans according to these guidelines and to file one copy with the Office for Equity Education (OEE), OSPI, on a three- to five-year timeline in order to ensure continuous compliance.

    a. School districts that employ any combination of 15 or more certificated and classified employees are to develop affirmative action plans/programs.

    b. School districts that employ a combination of less than 15 certificated and classified employees are to develop and file policy statements in lieu of affirmative action plans.

2. School district plans are to be evaluated and processed by OSPI; the WSHRC will be informed as to the status of school district plans.

3. School districts are to be informed as to the status of their plans.

4. School districts are to update sections C, D and E of the affirmative action plan annually. This revised statistical portion is to be retained in the school district.

5. School districts are to report formally to the local school board annually; appropriate documentation is to be included in school board minutes.

6. School districts are urged to develop regional networks in order to provide mutual support and opportunities for professional growth, including the exchange of information and perspectives.

    a. Additional technical assistance is available in each of the educational service districts.

    b. If desired, there are several private contractors who are available.

    c. The Office for Equity Education and the WSHRC remain available for technical assistance. Please contact:

Office of Superintendent of Public Instruction
Office for Equity Education
PO Box 47200
Olympia WA 98504-7200
(360) 586-6394
TDD (360) 664-3631

Human Rights Commission Branch Offices:

921 Milbourne Tower
1511 3rd Avenue
Seattle, WA 98101-1626
(206) 464-6500
TDD (206) 587-5168

416 Great Western Building
West 905 Riverside Avenue
Spokane, WA 99201-1099
(509) 456-4473
TDD (800) 300-7525

402 Evergreen Plaza Building
711 South Capitol Way
PO Box 42490
Olympia WA 98504-2490
(360) 753-6770
TDD (800) 300-7525

441 Washington Mutual Building
32 North Third Street
Yakima WA 98901-2730
(509) 575-2772
TDD (800) 300-7525

Section	Guideline Specifics
A. Development or Reaffirmation of Policy	1. The plan should state or refer to the district's affirmative action policy.
	2. Existing approved policies should be reaffirmed by the local board of directors. Policies need not be rewritten, but should be updated as necessary.
Dissemination of Policy (Internal/External)	3. A policy statement which states the employer is an equal opportunity employer and is initiating an affirmative action program to correct deficiencies should be in the employment profile. It should be made clear that all employees are responsible for its success.
B. Staff Responsibilities for Implementation and Evaluation	The name, title, address and telephone number of the school district official responsible for affirmative action are required.
C. Numerical Review Analysis (Work Force Analysis, Statistical Analysis, or Utilization Analysis)	1. Breakdown of all permanent part-time and full-time job categories only.
	2. The analysis should group and report on related job categories separately, both for certificated and classified employees. Federal EEO-5 report categories may be used.
	3. General salary ranges for all job categories, including stipends for athletics and other activities.

C. Numerical Review Analysis (Continued)

4. Number of protected class personnel in all job categories:

   a. Women
   b. Racial Minorities
   c. Disabled
   d. Disabled Veterans
   e. Vietnam Era Veterans (8/5/64 to 5/7/75)
   f. Aged (State, over 40 years) (Federal, over 40 years)

   This listing is a duplicated staff count.

5. Employees may be classified in more than one protected class, i.e., "4a" through "4f" as long as the total number of employees identified does not exceed the actual number employed (100%). This total is an unduplicated staff count.

6. Employee self-identification should serve as the basis for and should be given more weight than visual employer observation in assigning staff to protected classes. There is, however, no federal or state law or regulation which prohibits the use of visual observation. Please refer to WAC 162-12-160 and 162-12-170.

7. There is no available or recommended format for staff surveys to determine protected class designations. The purpose for the survey should be identified, the response be voluntary, and the data be excluded from employee personnel files.

C. Numerical Review Analysis (Continued)

8. Measuring standard:

   a. School districts are advised to use the standard that most accurately reflects the diversity of its relevant labor market. The following are the most common labor market designations:

      1. The major city in which or near which the school district is located;

      2. The county or counties surrounding the school district; or

      3. The Standard Metropolitan Statistical Area (SMSA).

   b. School districts are to use the labor market designation (major city, county or counties, SMSA) which has the largest labor pool of qualified protected class members.

      Examples are:

      SMSA labor market information.

9. The following statement of statistical standards, which reflect minimum diversity in labor market data, is provided for those school districts:

C. Numerical Review Analysis (Continued)

a. Women–45.0%

b. Racial Minorities–four major groups:

American Indian/ Native American	1.4%
Asian and Pacific Islander	4.1%
Black	2.6%
Hispanic	3.8%
Other Races	0.1%
	12.0%

This is a minimum statistical base.

c. Disabled–12.5% (Determination of availability of disabled persons: the Department of Personnel, state of Washington, has identified the population of disabled individuals in the state of Washington as 12.5% of the total population. Of that 12.5%, 5.7% have been identified as available for employment.)

d. Disabled Veterans (1.1%) and Vietnam Era Veterans (9.1%)

e. Aged–25%

10. Different data bases may be used for different protected classes or for certificated and classified.

11. Analysis of promotable or transferable members of protected classes in your agency.

BEST COPY AVAILABLE

C. Numerical Review Analysis (Continued)

12. Analysis of agency turnover and anticipated new positions or reductions-in-force.

13. Availability of protected class members possessing requisite skills and seeking employment in the school district's geographical location.

D. Problem Area Identification

1. Problem areas are identified when a complete analysis is made of all practices and utilization statistics of the employer. These should include, but not be limited to: job descriptions not correctly defining jobs; lack of appeal procedures for employee grievances; questions on employment applications that are in violation of Washington State Human Rights Commission employment regulations; jobs that are dead-ended; no protected class persons in management; lack of personnel procedures.

2. Problem areas will also be identified by applicant flow data showing low number of applicants and low levels of interviews and hires for protected group members.

3. All jobs should be continually analyzed to determine whether they are dead-end jobs. Lines of promotion and progression should not lock in and restrict an employee. Job descriptions are not to be included in the plan.

E. Goals and Timetables

1. Two sets of goals are required:
   a. Short-range goals–one to two years.
   b. Long-range goals–three to five years.
2. Goals are to be significant, measurable, and attainable.
3. Goals must have a clear relationship to the numerical review and analysis section of the affirmative action evaluation sheet.
4. Goals must constitute a reasonable attempt to deal with the major personnel problems identified in the school district.
5. Target dates are to be reasonable, measurable and attainable.
6. Goals are to be listed by specific ethnicity and other protected classes.

F. Internal Audit and Reporting

1. Internal audit and reporting systems to include, but not be limited to, applicant flow data information.
2. As with other management programs, it is necessary to monitor and evaluate program effectiveness within the school district. This may be accomplished by requiring monitoring of applications, referrals, placements, transfers, promotions and terminations to insure nondiscrimination.

F. Internal Audit and Reporting (Continued)

3. Periodic reports on progress toward goals should be prepared and reviewed within all levels of management. These reports should be shared with the school board and included in the minutes at least annually.

(Documentation is not required for this section; a brief explanation of related personnel procedures is adequate.)

4. This section includes an effective internal evaluation system. Evaluation should state EEO program aspects to what most managers consider their primary concern in management–mission accomplishment.

G. Supportive Systems

1. This section indicates the school district's related capabilities for supporting the recruitment, employment and assignment of members of the protected classes.

2. List any career counseling and employee evaluations available, all with special attention to protected classes in order to insure equal opportunity in career advancement.

3. List any skill training programs available within reasonable commuting distance.

Training:

Orientation
Affirmative Action
Cultural
Job-Related
On-the-Job
Promotional

G. Supportive Systems (Continued)	4. List any new and innovative programs/procedures available to ensure that the program will be successful.
	5. Describe the school district recruiting plan.
	6. List any informational contacts and relationships maintained with public agencies, organizations, and citizens.
	7. Do not submit any grievance and/or appeal procedures; state only their existence and dissemination.
H. Reduction-In-Force (RIF)	1. School districts are encouraged to develop comprehensive RIF criteria in order for employment seniority to be one of several criteria.
	2. Refer to the RIF provisions negotiated with certificated and classified employee organizations.
	3. Do not include any related documents.

EXECUTIVE SERVICES
Office for Equity Education
Old Capitol Building, PO BOX 47200
OLYMPIA WA 98504-7200
(360) 586-6394 TDD (360) 664-3631

ESD	CO	DIST

AFFIRMATIVE ACTION PLAN CHECKLIST

SCHOOL DISTRICT	LENGTH OF PLAN	PLAN EXPIRES
AFFIRMATIVE ACTION OFFICER	TELEPHONE NUMBER ( )	

SECTION	APPROVAL	COMMENTS
A. Development or Reaffirmation of Policy		
B. Dissemination of Policy (Internal/External)		
C. Staff Responsibilities for Implementation and Evaluation		
D. Numerical Review Analysis		
E Problem Areas Identification		
F. Goals and Timetables		
G. Internal Audit and Reporting		
H. Supportive Systems		
I. Reduction-in-Force (RIF)		

Please forward a copy of the finalized plan to:

Office for Equity Education
Office of Superintendent of Public Instruction
Old Capitol Building
PO BOX 47200
OLYMPIA WA 98504-7200

OSPI USE ONLY

Comments:

☐ HOLD (additional technical assistance needed)

☐ APPROVED

Authorized OSPI Signature _____ Date _____

FORM SPI M-785 (Rev. 8/95)

Monitoring Review Packet 1995

Overview

Once every three years each district will be reviewed on paper. Districts should expect to be reviewed on-site at the discretion of OSPI for compliance with anti-sex discrimination laws and administrative rules. Some on-site reviews will be conducted yearly by the Office of Superintendent of Public Instruction. The following materials are provided to help districts prepare for on-site review.

This Monitoring Review Packet Contains:

1. An introduction to the on-site and "paper compliance" monitoring processes and timeline.

2. "Paper compliance" documentation checklist.

3. Title IX assurance form which all districts submit to OSPI once every three years.

4. On-site review general schedule which applies to all on-site review visits.

5. On-site review initial form as a written record of review findings.

6. On-site review entrance conference form showing standard review questions asked of district Title IX officers.

7. On-site review survey showing standard review questions asked of other district staff to assess awareness of Title IX activity in districts.

8. The appendix includes copies of relevant state laws and administrative rules on sex equity.

On-Site Review

Introduction

Assurance forms and other materials submitted by a school district to the Office of Superintendent of Public Instruction, Office for Equity Education, are thoroughly reviews prior to the on-site review. The on-site reviewer(s) will spend one full day at the school district. The purpose is to assess compliance in the following areas:

- Counseling and guidance services, course offerings, inservice training.
- Athletics, physical education and extracurricular activities.
- Vocational education.
- Instructional materials, textbooks and practices.
- Employment, affirmative action.

The purpose of the on-site review is to provide an accurate assessment of the district's compliance efforts, and to expand district staff knowledge of all strategies and activities that contribute to equality of opportunity in our schools. Following the review, the school district is provided with a written evaluation which may require the district to formulate plans or take specific steps to address any problems identified by the review. The Office for Equity Education will make every effort to provide ongoing technical assistance in those areas where problems are identified, and school districts are expected to make a good faith effort to address any areas of concern.

On-Site Review General Schedule

9 to 9:45 a.m.	Entrance conference at district office
10 to 11:45 a.m.	On-site review of program practices
12 to 1 p.m.	Lunch
1:15 to 2:45 p.m.	On-site review of program practices (may include actual building visits)
3 to 4 p.m.	Exit conference at district office

The following best describes your perception of the district's compliance with chapter 28A.640 RCW:

"Paper Compliance" Documentation Checklist

Instructions: Use this checklist to verify that the items listed have been prepared and are ready for review by OSPI staff should your district be selected for on-site review. Items address Chapter 28A.640 RCW.

District Name _____

Printed Name of District Coordinator for Chapter 28A.60 RCW (Sex Equity Monitoring)

Internal Assessment

✓ *Items to be reviewed for external validation:*

Counseling and Guidance

❑ Completion of self-assessment factors questionnaire in this book. (WAC 392-190-010 to WAC 392-190-015).

❑ List of district's tests/materials utilized for appraising and counseling students K-12 (WAC 392-190-010).

❑ Name of educational staff associate (ESA), counselor, or appropriate person to coordinate compliance in counseling and guidance services (WAC 392-190-015).

❑ Counseling and guidance plan for all certificated and classroom personnel in encouraging students to explore and develop their individual career interests without regard to sex (WAC 392-190-015).

Sex Bias Awareness

❑ District's inservice plan which should include sex bias awareness and sex bias elimination training for certificated personnel (WAC 392-190-020).

Sexual Harrassment

❑ District. policy and procedures related to sexual harassment which must include informing all students and their parents about said policies and procedures (WAC 392-190-057).

❑ District's policy regarding informal review process for sexual harassment issues (WAC 392-190-057).

Recreational and Athletic Activities

- ❑ List of current interscholastic, club, intramural or recreational activities offered by the district (K-12) (WAC 392-190-025).
- ❑ Interscholastic game schedules, assembly schedule, budget, current list of coaching staff by gender, and coaches' salary by sport (WAC 392-190-025).
- ❑ Results of most recent recreational and athletic program self-evaluation. (WAC 392-190-030).
- ❑ Results of most recent student interest survey related to interscholastic intramural and other sports and recreational activities (WAC 392-190-040).

Course Offerings

- ❑ Course description handbook (WAC 392-190-050).
- ❑ Male/female enrollments in each course by section in secondary schools (may use WSIPC Summary Report #228) (WAC 392-190-050).

Textbooks and Instructional Materials

- ❑ District's instructional materials policy and procedures for screening and selection; criteria for elimination of sex bias and stereotyping (WAC 392-190-055).

Compliance and Complaint Procedures

- ❑ Copy of public announcement of district compliance officer's name, address, and telephone number (WAC 392-190-060).
- ❑ Copy of district's public announcement of appeal/grievance procedure (WAC 392-190-060).
- ❑ District's appeal/grievance procedure of Chapter 28A.640 RCW (WAC 392-190-065).

School Employment and Contract Practices

- ❑ District's policy statement regarding non-discrimination on the basis of sex in employment (WAC 392-200-010).
- ❑ District's affirmative action employment program (WAC 392-200-015).

Expiration date of most recent affirmative action plan: _____

Date of most recent filing of affirmative action plan with OSPI: _____

EXECUTIVE SERVICES
Office for Equity Education
Old Capitol Building, PO BOX 47200
OLYMPIA WA 98504-7200
(360) 753-2560 TDD (360) 664-3631

ESD	CO	DIST

CHAPTER 28A.640 RCW ASSURANCE FORM
WAC 392-190

DISTRICT	SUPERINTENDENT
ADDRESS	TITLE IX/Chapter 28A.640 RCW COMPLIANCE OFFICER
CITY/STATE/ZIP	TELEPHONE NO. ( )

Please respond yes or no to the following:

	YES	NO	
1.	☐	☐	A district designee or ESA certificated counselor has been assigned to coordinate efforts to assure that discrimination on the basis of sex in the counseling or guidance of students in grades K-12 does not occur (WAC 392-190-015). Name _____ Telephone No._____
2.	☐	☐	A counseling and guidance plan for all certificated and classroom personnel encouraging students to explore and develop their individual interests in career and vocational technical programs without regard to sex is on file in the district (WAC 392-190-010).
3.	☐	☐	The district has on file a complete and current list of tests and materials utilized for appraising and counseling students (WAC 392-190-010).
4.	☐	☐	The district has a written plan for including sex bias awareness/elimination in inservice training for certificated and/or classroom personnel (WAC 392-190-020).
5.	☐	☐	An annual self-evaluation of interscholastic, club, intramural and recreational activities is completed to determine equity in schedules, facility usage, budget, coaching, etc. (WAC 392-190-030). Most recent date of self-evaluation _____.
6.	☐	☐	All recreational and athletic activities are co-educational in grades K-5 (WAC 392-190-025).
7.	☐	☐	A student interest survey is conducted at least once every three years to assist the district in determining the specific activities and/or sports to be offered (must be done every three years) (WAC 392-190-040). Most recent date of survey _____.
8.	☐	☐	Course descriptions and titles are bias free and all courses are offered on a co-educational basis for K-12 (separation may occur within a course on the basis of a skills-based test, of vocal range, or of instruction which deals exclusively with human sexuality) (WAC 392-190-050).
9.	☐	☐	District policies and procedures for the screening and selection of instructional materials include criteria for the elimination of sex bias and stereotyping (WAC 392-190-055).
10.	☐	☐	The district has policies and procedures related to sexual harassment which include the required criteria (WAC 392-190-057).

11. ☐ ☐ The sexual harassment policy is broadly posted, disseminated and discussed, and is included in appropriate publications (WAC 392-190-058).

12. ☐ ☐ The district has conducted an internal review for sexual harassment.

13. ☐ ☐ A yearly public announcement of nondiscrimination on the basis of gender/sex; of the compliance officer's name, address, and phone number; and of the existence of an appeal/grievance procedure is provided (WAC 392-190-060 through 075).

14. ☐ ☐ The district has policies and procedures related to nondiscrimination on the basis of sex in employment and within the schools (WAC 392-200-010).

15. ☐ ☐ The district's affirmative action in employment plan is current and on file at the Office for Equity Education, OSPI, and is formally reviewed annually by the local school board (WAC 392-200-020).

Expiration Date	Affirmative Action Officer Name

Signature of School District Compliance Officer	Date Signed

Signature of School District Superintendent	Date Signed

Please return original and yellow copy to:

Darcy Lees, Program Supervisor
Equity Education
Office of Superintendent of Public Instruction
Old Capitol Building
PO BOX 47200
OLYMPIA WA 98504-7200

Keep pink copy for school district files.

SEX EQUITY MONITORING GUIDE

On-Site Review **Initial Form**

District _____

Program Area _____

Title _____

Date _____

_____ Full Compliance

_____ Partial Compliance

_____ Noncompliance

Comments: _____

_____

_____

The areas in the program that show the strongest compliance are:

_____

_____

_____

The areas in the program that show the weakest compliance are:

_____

_____

_____

_____

The district's means for obtaining compliance are:

_____

_____

_____

The most urgent needs of the district right now are:

_____

_____

_____

_____

Questions to be addressed by district Title IX staff

_____

OSPI Reviewer

On-Site Review **Entrance Conference**

YES NO **Counseling and guidance services, course offerings, inservice training**

- ☐ ☐ Have you participated in workshops or other inservice training on gender issues, such as classroom interaction patterns and developing gender-fair curricula?
- ☐ ☐ Does the curricula include the experiences of men and women from all walks of life? Do any courses address issues such as feminism, civil rights, or violence against women?

Standardized tests (SATs, PSATs):

- ☐ ☐ Is there a substantial difference in test scores for males and females? If so, have efforts been made to address this difference? (Tutoring, special classes, etc.)
- ☐ ☐ What ranking system is used to ascertain scholarly excellence?
- ☐ ☐ What efforts have been made to encourage female students to enroll in math and science courses, and to pursue careers in math and science? (E.G., "career day" programs, guest speakers, clubs, private sector programs.)
- ☐ ☐ What data are amassed regarding graduating seniors? (E.G., number of graduating students who have received college scholarships or grants in the past three years.)

  Males:_____ Females:_____

  Intended areas of study: _____
  _____
  _____

- ☐ ☐ Does the district/school have statistics on higher education enrollment?
- ☐ ☐ What tests are used as standard counseling materials?
- ☐ ☐ How are students grouped for counseling services?

  What percentage of requests for counseling is made by
  Males:_____ Females:_____

  What are the dropout rates for high school students?
  Males:_____ Females:_____

  What efforts have been made to lower the dropout rate?
  _____
  _____
  _____
  _____

YES NO

- ☐ ☐ Are there any services or programs provided to address the needs of pregnant students and students with children?

- ☐ ☐ What is the readmit process after an absence?

  Is pregnancy treated the same as a temporary illness?

- ☐ ☐ Have there been any recent events (e.g., student newspaper stories, pep rallies, school plays, etc.) where issues of gender equity have been debated or discussed?

Physical education, athletics, extracurricular activities

Number of full-time and part-time coaches:
Males:_____ Females:_____

- ☐ ☐ Do any teams have priority for practice times or playing fields?

- ☐ ☐ Do any teams have priority in the scheduling of games?

- ☐ ☐ Are any special academic services, such as tutoring, offered to student athletes? If so, are there any differences in the services offered to male and female athletes?

  Have any students received athletic scholarships?
  Males:_____ Females:_____

- ☐ ☐ Are there any significant differences in the facilities (training rooms, equipment, spectator facilities) provided to male and female teams?

On-Site Review **Interview Survey**

☐ Staff ☐ Female District _____
☐ Student
☐ Counselor ☐ Male

Suggested Introduction: "Hello, I am from the State Office of Superintendent of Public Instruction reviewing programs for sex equity. Would you please respond to four short questions?" "Thank you."

YES	NO	
☐	☐	1. If you had any questions or concerns about sex bias or sex discrimination, who would you go to about your concerns?

Name: _____

☐ ☐ 2. Do you know the name of your district Title IX officer?

If yes, please name: _____

☐ ☐ 3. Have you been in any class in this school that taught a lesson or unit in sex bias awareness?

☐ ☐ 4. Are you presently in any class that has mostly boys or mostly girls enrolled (80 percent or more of one sex)?

If yes, _____
Name of class/es

Comments: _____

_____

_____

_____

_____

_____

_____
OSPI Reviewer

APPENDIX

Chapter 28A.640 RCW
SEXUAL EQUALITY

Sections

28A.640.010 Purpose—Discrimination prohibited.
28A.640.020 Regulations, guidelines to eliminate discrimination—Scope—Sexual harassment policies.
28A.640.030 Administration.
28A.640.040 Civil relief for violations.
28A.640.050 Enforcement—Superintendent's orders, scope.
28A.640.900 Chapter supplementary.

Discrimination—Separation of sexes in dormitories, residence halls, etc.: RCW 49.60.222.

RCW 28A.640.010 Purpose—Discrimination prohibited. Inequality in the educational opportunities afforded women and girls at all levels of the public schools in Washington state is a breach of Article XXXI, section 1, Amendment 61, of the Washington state Constitution, requiring equal treatment of all citizens regardless of sex. This violation of rights has had a deleterious effect on the individuals affected and on society. Recognizing the benefit to our state and nation of equal educational opportunities for all students, discrimination on the basis of sex for any student in grades K-12 of the Washington public schools is prohibited. [1975 1st ex.s. c 226 § 1. Formerly RCW 28A.85.010.]

Severability—1975 1st ex.s. c 226: "If any provision of this act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1975 1st ex.s. c 226 § 8.]

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination—Scope—Sexual harassment policies. (1) The superintendent of public instruction shall develop regulations and guidelines to eliminate sex discrimination as it applies to public school employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students.

(a) Specifically with respect to public school employment, all schools shall be required to:

(i) Maintain credential requirements for all personnel without regard to sex;

(ii) Make no differentiation in pay scale on the basis of sex;

(iii) Assign school duties without regard to sex except where such assignment would involve duty in areas or situations, such as but not limited to a shower room, where persons might be disrobed;

(iv) Provide the same opportunities for advancement to males and females; and

(v) Make no difference in conditions of employment including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and noninstructional duties, on the basis of sex.

(b) Specifically with respect to counseling and guidance services for students, they shall be made available to all students equally. All certificated personnel shall be required to stress access to all career and vocational opportunities to students without regard to sex.

(c) Specifically with respect to recreational and athletic activities, they shall be offered to all students without regard to sex. Schools may provide separate teams for each sex. Schools which provide the following shall do so with no disparities based on sex: Equipment and supplies; medical care; services and insurance; transportation and per diem allowances; opportunities to receive coaching and instruction; laundry services; assignment of game officials; opportunities for competition, publicity and awards; scheduling of games and practice times including use of courts, gyms, and pools: PROVIDED, That such scheduling of games and practice times shall be determined by local administrative authorities after consideration of the public and student interest in attending and participating in various recreational and athletic activities. Each school which provides showers, toilets, or training room facilities for athletic purposes shall provide comparable facilities for both sexes. Such facilities may be provided either as separate facilities or shall be scheduled and used separately by each sex.

The superintendent of public instruction shall also be required to develop a student survey to distribute every three years to each local school district in the state to determine student interest for male/female participation in specific sports.

(d) Specifically with respect to course offerings, all classes shall be required to be available to all students without regard to sex: PROVIDED, That separation is permitted within any class during sessions on sex education or gym classes.

(e) Specifically with respect to textbooks and instructional materials, which shall also include, but not be limited to, reference books and audio-visual materials, they shall be required to adhere to the guidelines developed by the superintendent of public instruction to implement the intent of this chapter: PROVIDED, That this subsection shall not be construed to prohibit the introduction of material deemed appropriate by the instructor for educational purposes.

(2)(a) By December 31, 1994, the superintendent of public instruction shall develop criteria for use by school districts in developing sexual harassment policies as required under (b) of this subsection. The criteria shall address the subjects of grievance procedures, remedies to victims of sexual harassment, disciplinary actions against violators of the policy, and other subjects at the discretion of the superintendent of public instruction. Disciplinary actions must conform with collective bargaining agreements and state and federal laws. The superintendent of public instruction also shall supply sample policies to school districts upon request.

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(b) By June 30, 1995, every school district shall adopt and implement a written policy concerning sexual harassment. The policy shall apply to all school district employees, volunteers, parents, and students, including, but not limited to, conduct between students.

(c) School district policies on sexual harassment shall be reviewed by the superintendent of public instruction considering the criteria established under (a) of this subsection as part of the monitoring process established in RCW 28A.640.030.

(d) The school district's sexual harassment policy shall be conspicuously posted throughout each school building, and provided to each employee. A copy of the policy shall appear in any publication of the school or school district setting forth the rules, regulations, procedures, and standards of conduct for the school or school district.

(e) Each school shall develop a process for discussing the district's sexual harassment policy. The process shall ensure the discussion addresses the definition of sexual harassment and issues covered in the sexual harassment policy.

(f) "Sexual harassment" as used in this section means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature if:

(i) Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education or employment;

(ii) Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education or employment; or

(iii) That conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment. [1994 c 213 § 1; 1975 1st ex.s. c 226 § 2. Formerly RCW 28A.85.020.]

Severability—1975 1st ex.s. c 226: See note following RCW 28A.640.010.

RCW 28A.640.030 Administration. The office of the superintendent of public instruction shall be required to monitor the compliance by local school districts with this chapter, shall establish a compliance timetable and regulations for enforcement of this chapter, and shall establish guidelines for affirmative action programs to be adopted by all school districts. [1975 1st ex.s. c 226 § 3. Formerly RCW 28A.85.030.]

Severability—1975 1st ex.s. c 226: See note following RCW 28A.640.010.

RCW 28A.640.040 Civil relief for violations. Any person aggrieved by a violation of this chapter, or aggrieved by the violation of any regulation or guideline adopted hereunder, shall have a right of action in superior court for civil damages and such equitable relief as the court shall determine. [1975 1st ex.s. c 226 § 4. Formerly RCW 28A.85.040.]

Severability—1975 1st ex.s. c 226: See note following RCW 28A.640.010.

RCW 28A.640.050 Enforcement—Superintendent's orders, scope. The superintendent of public instruction shall have the power to enforce and obtain compliance with the provisions of this chapter and the regulations and guidelines adopted pursuant thereto by appropriate order made pursuant to chapter 34.05 RCW, which order, by way of illustration, may include, the termination of all or part of state apportionment or categorical moneys to the offending school district, the termination of specified programs in which violations may be flagrant within the offending school district, the institution of a mandatory affirmative action program within the offending school district, and the placement of the offending school district on probation with appropriate sanctions until compliance is achieved. [1975 1st ex.s. c 226 § 5. Formerly RCW 28A.85.050.]

Severability—1975 1st ex.s. c 226: See note following RCW 28A.640.010.

RCW 28A.640.900 Chapter supplementary. This chapter shall be supplementary to, and shall not supersede, existing law and procedures and future amendments thereto relating to unlawful discrimination based on sex. [1975 1st ex.s. c 226 § 6. Formerly RCW 28A.85.900.]

Severability—1975 1st ex.s. c 226: See note following RCW 28A.640.010.

Chapter 392-190 WAC
EQUAL EDUCATIONAL OPPORTUNITY—SEX DISCRIMINATION PROHIBITED

WAC

392-190-005	Purpose—Elimination of sex discrimination.
392-190-010	Counseling and guidance services—Career opportunities—Internal procedures.
392-190-015	Counseling and guidance—Duty of certificated and classroom personnel—Coordination of effort.
392-190-020	Inservice training—Sex bias awareness.
392-190-025	Recreational and athletic activities—Equal opportunity—Separate teams.
392-190-030	General—Recreational and athletic activities—Equal opportunity factors considered.
392-190-035	Recreational and athletic activities—Compliance timetable—Elementary and secondary level.
392-190-040	Recreational and athletic activities—Student interest—Required survey instrument.
392-190-045	Recreational and athletic activities—Facilities.
392-190-050	Course offerings—Generally—Separate sessions or groups permissible.
392-190-055	Textbooks and instructional materials—Scope—Elimination of sex bias—Compliance timetable.
392-190-056	Sexual harassment—Definitions.
392-190-057	Sexual harassment policy—Adoption date—Required criteria.
392-190-058	Sexual harassment—Procedures.
392-190-060	Compliance—Local school district—Designation of responsible employee—Notification.
392-190-065	Compliance—Complaint procedure—District superintendent.
392-190-070	Compliance—Appeal procedure—Local school board.
392-190-075	Compliance—Contested case—Duty of the superintendent of public instruction.
392-190-080	Compliance—Violations—Permissible sanctions.

WAC 392-190-005 Purpose—Elimination of sex discrimination. The purpose of this chapter is to establish rules and regulations which implement chapter 28A.640 RCW. The referenced enactment prohibits discrimination on the basis of sex in grades K-12 of the Washington public schools. Broad federal regulations implementing Title IX of the Education Amendments of 1972 similarly prohibit sex discrimination in federally-assisted education programs or activities. As a result, several substantive areas have been similarly identified and addressed by both state and federal enactments.

It is the intent of this chapter to encompass those similar substantive areas addressed by the Title IX regulations and in some aspects extend beyond the Title IX regulations. Accordingly, compliance with this chapter should constitute compliance with those similar substantive areas treated in the Title IX regulations, but school districts should be aware that compliance with the Title IX regulations alone may not constitute compliance with this chapter.

Although chapter 28A.640 RCW and the balance of this chapter prohibit sex discrimination in grades K-12 only, the superintendent of public instruction hereby declares pursuant to the authority vested in the superintendent by Article 3, section 22 of the state Constitution that it shall be unlawful for any public school district to discriminate on the basis of sex with regard to any activity conducted by or in behalf of a school district including, but not limited to, preschool, adult education, community education and vocational-technical program activities.

[Statutory Authority: 1990 c 33. 90-16-002 (Order 18), § 392-190-005, filed 7/19/90, effective 8/19/90. Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-005, filed 11/2/89, effective 12/3/89; Order 6-76, § 392-190-005, filed 5/17/76.]

WAC 392-190-010 Counseling and guidance services—Career opportunities—Internal procedures. (1) No school district shall engage in discrimination against any person on the basis of sex in the counseling or guidance of students in grades K-12.

(2) Each school district shall devise and use materials, orientation programs, and counseling techniques that will encourage participation in all school programs and courses of study based on factors other than sex and that encourage students to explore subjects and activities not heretofore traditional for their sex.

(3) Each school district which uses testing and other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless (a) such different materials cover the same occupations and interest areas and (b) the use of such different materials is demonstrated to be essential to eliminate sex bias.

(4) Each school district shall develop and use internal procedures for ensuring that all tests and appraisal instruments, career and vocational guidance materials, work/study programs and opportunities, and educational scheduling and/or placement do not discriminate on the basis of sex: *Provided,* That where the use of such instruments or materials or such programs or activities results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the school district shall take such immediate action as is necessary to assure itself that such disproportion is not the result of discrimination in the program or activity or in the instrument or material or its application: *Provided further,* That where a school district finds that a particular class contains a substantially disproportionate number of individuals of one sex, the district shall take such immediate action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in tests and appraisal instruments, career and vocational guidance materials, work/study programs and opportunities, and educational scheduling and/or placement or by counselors.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-010, filed 11/2/89, effective 12/3/89. Statutory Authority: RCW

28A.85.020, 28A.85.030 and 28A.85.050. 80-09-017 (Order 80-26), § 392-190-010, filed 7/9/80; Order 6-76, § 392-190-010, filed 5/17/76.]

WAC 392-190-015 Counseling and guidance—Duty of certificated and classroom personnel—Coordination of effort. (1) All certificated and classroom personnel shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to sex, including reasonable efforts encouraging students to consider and explore "nontraditional" occupations for men and women: *Provided,* That all certificated and classroom personnel within each local school district shall have access to an educational staff associate (ESA) certificated school counselor(s) or such other appropriate person(s), designated by the school district superintendent to coordinate compliance with the requirements of this section.

(2) All certificated and classroom personnel shall comply fully and immediately with the requirements of this section. The superintendent of each school district shall make the designation(s) required by this section immediately.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-015, filed 11/2/89, effective 12/3/89; Order 6-76, § 392-190-015, filed 5/17/76.]

WAC 392-190-020 Inservice training—Sex bias awareness. Each school district should include sex bias awareness and sex bias elimination training sessions in such inservice training programs as are conducted or provided for certificated and/or classroom personnel.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-020, filed 11/2/89, effective 12/3/89; Order 6-76, § 392-190-020, filed 5/17/76.]

WAC 392-190-025 Recreational and athletic activities—Equal opportunity—Separate teams. (1) No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club or intramural athletics or recreational activity offered by a school district, and no school district shall provide any such athletics or recreational activity separately on such basis. Sports teams and programs offered by a school district shall, regardless of their nature, be equally open to participation by qualified members of both sexes: *Provided,* That in the case of sports and recreational activities offered for students in grades 7 through 12, a school district may maintain separate teams for members of each sex if (a) it can clearly be shown, under the factual circumstances involved in the particular case, that the maintenance of separate teams for boys and girls truly constitutes the best method of providing both sexes, as a whole, with an equal opportunity to participate in the sports or games of their choice and (b) at the same time, a test of substantial equality between the two programs can be found to have been met.

(2) For the purpose of this section and WAC 392-190-050(2) "substantial equality" shall be determined by considering factors including but not limited to the following:

(a) The relationship between the skill and compensation of coaching staffs;

(b) The size of their budgets;

(c) The quality of competition and game schedules;

(d) Uniforms;

(e) Equipment and facilities; and

(f) Sufficient numbers of participants to warrant separate teams.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-025, filed 11/2/89, effective 12/3/89; Order 6-76, § 392-190-025, filed 5/17/76.]

WAC 392-190-030 General—Recreational and athletic activities—Equal opportunity factors considered. Each school district shall evaluate its recreational and athletic program at least once each year to ensure that equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics which are operated, sponsored, or otherwise provided by the school district.

In determining whether equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics, each school district conducting an evaluation required by this section, and the office of superintendent of public instruction upon receipt of a complaint pursuant to WAC 392-190-075, shall consider several factors, including but not limited to the following where provided by a school district:

(1) Whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes;

(2) The provision of equipment and supplies;

(3) The scheduling of games and practice times including the use of playfields, courts, gyms, and pools;

(4) Transportation and per diem allowances, if any;

(5) The opportunity to receive coaching and academic tutoring;

(6) The assignment and compensation of coaches, tutors, and game officials;

(7) The provision of medical and training facilities and services including the availability of insurance;

(8) The provision of housing, laundry, and dining facilities and services, if any; and

(9) Publicity and awards.

Unequal aggregate expenditures within a school district for members of each sex or unequal expenditures for separate male and female teams will not alone constitute noncompliance with this chapter, but the failure to provide the necessary funds for recreational and athletic activities for members of one sex may be considered in assessing the equality of opportunity for members of each sex.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-030, filed 11/2/89, effective 12/3/89; Order 6-76, § 392-190-030, filed 5/17/76.]

WAC 392-190-035 Recreational and athletic activities—Compliance timetable—Elementary and secondary level. (1) Each school district which operates, sponsors, or otherwise provides interscholastic, club or intramural athletics at the elementary school level (K-6) shall provide equal opportunity and encouragement for physical and skill development to all students in the elementary grades consistent with this chapter.

(2) Each school district which operates, sponsors, or otherwise provides interscholastic, club or intramural athletics at the secondary school level (7-12) shall provide equal opportunity and encouragement for physical and skill development to all students in the secondary grades consistent with this chapter.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-035, filed 11/2/89, effective 12/3/89. Statutory Authority: RCW 28A.85.020, 28A.85.030 and 28A.85.050. 80-09-017 (Order 80-26), § 392-190-035, filed 7/9/80; Order 6-76, § 392-190-035, filed 5/17/76.]

WAC 392-190-040 Recreational and athletic activities—Student interest—Required survey instrument. (1) The superintendent of public instruction shall develop a survey instrument to assist each school district in the determination of student interest for male/female participation in specific sports.

(2) A survey instrument shall be administered by each school district at all grade levels where interscholastic, intramural and other sports and recreational activities are conducted. The results of the survey shall be considered in the program planning and development in the area of recreational and athletic activities offered within the school district.

(3) A survey instrument developed pursuant to this section shall be administered at least once every three years within each school district: *Provided,* That the content of the survey instrument may be modified or amended as deemed appropriate to clarify and assist in the evaluation of student interest.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-040, filed 11/2/89, effective 12/3/89. Statutory Authority: RCW 28A.85.020, 28A.85.030 and 28A.85.050. 80-09-017 (Order 80-26), § 392-190-040, filed 7/9/80; Order 6-76, § 392-190-040, filed 5/17/76.]

WAC 392-190-045 Recreational and athletic activities—Facilities. A school district which provides athletic facilities for members of one sex including showers, toilets, and training room facilities for athletic purposes shall provide comparable facilities for members of the opposite sex: *Provided,* That such facilities may be provided as either separate facilities or shall be scheduled and used separately by members of each sex: *Provided further,* That this section shall not be interpreted to require the construction of additional facilities.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-045, filed 11/2/89, effective 12/3/89. Statutory Authority: RCW 28A.85.020, 28A.85.030 and 28A.85.050. 80-09-017 (Order 80-26), § 392-190-045, filed 7/9/80; Order 6-76, § 392-190-045, filed 5/17/76.]

WAC 392-190-050 Course offerings—Generally—Separate sessions or groups permissible. No school district shall provide any course or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including but not limited to health, physical education, industrial arts, business, vocational-technical, and home economics courses: *Provided,* That this section shall not be construed to prohibit:

(1) The grouping of students in physical education classes and activities by demonstrated ability as assessed by objective standards of individual performance developed and applied without regard to sex: *Provided,* That where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the school district shall immediately implement appropriate standards which do not have such effect;

(2) The separation of students by sex within physical education classes or activities offered for students in grades 7 through 12 if (a) it can clearly be shown under the factual circumstances involved in the particular case, that the maintenance of a separate physical education class or activity for boys and girls truly constitutes the best method of providing both sexes, as a whole, with an equal opportunity to participate in such class or activity and (b) at the same time, a test of substantial equality between the two classes or activities can be found to have been met;

(3) The conduct of separate sessions for boys and girls with respect to those portions of classes which deal exclusively with human sexuality; and

(4) The conduct of classes and/or activities within which a school district may establish or maintain requirements based on vocal range or quality which may result in a chorus or choruses of one or predominantly one sex.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-050, filed 11/2/89, effective 12/3/89. Statutory Authority: RCW 28A.85.020, 28A.85.030 and 28A.85.050. 80-09-017 (Order 80-26), § 392-190-050, filed 7/9/80; Order 6-76, § 392-190-050, filed 5/17/76.]

WAC 392-190-055 Textbooks and instructional materials—Scope—Elimination of sex bias—Compliance timetable. (1) It is the intent of this section to eliminate sex bias in connection with any form of instruction provided by a school district.

(2) The instructional materials policy of each school district required by RCW 28A.320.230 shall incorporate therein, as part of the selection criteria, a specific statement requiring the elimination of sex bias in all textbooks and instructional materials including reference materials and audio-visual materials.

(3) The instructional materials committee of each school district shall establish and maintain appropriate screening criteria designed to identify and eliminate sex bias in all textbooks and instructional materials including reference materials and audio-visual materials: *Provided,* That such selection criteria shall be consistent with the selection criteria endorsed by the state board of education dated December 6, 1974, WAC 180-48-010, as now or hereafter amended, and WAC 180-46-005 through 180-46-060, as now or hereafter amended. One of the aids to identification of sex bias in instructional materials consists of the *Washington Models for the Evaluation of Bias Content in Instructional Materials* published by the superintendent of public instruction.

(4) In recognition of the fact that current instructional materials which contain sex bias may not be replaced immediately, each school district should acquire supplemental instructional materials or aids to be used concurrent with existing materials for the purpose of countering the sex bias content thereof.

(5) Nothing in this section is intended to prohibit the use or assignment of supplemental instructional materials such as classic and contemporary literary works, periodicals and technical journals which, although they contain sex bias, are educationally necessary or advisable.

[Statutory Authority: 1990 c 33. 90-16-002 (Order 18), § 392-190-055, filed 7/19/90, effective 8/19/90. Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-055, filed 11/2/89, effective 12/3/89. Statutory Authority: RCW 28A.85.020, 28A.85.030 and 28A.85.050. 80-09-017 (Order 80-26), § 392-190-055, filed 7/9/80; Order 6-76, § 392-190-055, filed 5/17/76.]

WAC 392-190-056 Sexual harassment—Definitions. (1) As used in this chapter, "sexual harassment" means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

(a) Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education or employment;

(b) Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education or employment; or

(c) That conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

(2) For the purpose of this definition, sexual harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

Note: School districts must be guided by federal and state case law in their interpretation of sexual harassment complaints and will need to determine sexual harassment on a case-by-case basis.

[Statutory Authority: 1994 c 213. 94-23-043 (Order 94-14), § 392-190-056, filed 11/10/94, effective 12/11/94.]

WAC 392-190-057 Sexual harassment policy—Adoption date—Required criteria. In order to eliminate sexual harassment in connection with any responsibility, function or activity within the jurisdiction of a school district, a sexual harassment policy shall be adopted and implemented by each district no later than June 30, 1995. This policy shall apply to all school district employees, volunteers, parents, and students, including but not limited to, conduct between students. This policy shall incorporate the following criteria:

(1) Definitions consistent with the categories in RCW 28A.640.020 (2)(f);

(2) District and staff responsibilities;

(3) Informal grievance procedures;

(4) Grievance procedures consistent with WAC 392-190-065 through 392-190-075 of this chapter;

(5) Investigative procedures and reasonable and prompt timelines;

(6) Remedies available to victims of sexual harassment;

(7) Disciplinary actions against violators which must conform with collective bargaining agreements and state and federal laws;

(8) Reprisal, retaliation and false accusations prohibition;

(9) Dissemination and implementation; and

(10) Internal review.

[Statutory Authority: 1994 c 213. 94-23-043 (Order 94-14), § 392-190-057, filed 11/10/94, effective 12/11/94.]

WAC 392-190-058 Sexual harassment—Procedures. (1) School district policies on sexual harassment shall be reviewed by the superintendent of public instruction considering the criteria established under WAC 392-190-057 as part of the monitoring process established in RCW 28A.640.030. The superintendent of public instruction shall supply upon request sample sexual harassment policies to school districts.

(2) The school district's sexual harassment policy shall be easily understood and conspicuously posted throughout each school building, and provided to each employee, volunteer and student.

(3) Reasonable efforts shall be made to inform all students and their parents about the district's sexual harassment policy and procedures.

(4) A copy of the policy shall appear in any publication of the school or school district setting forth the rules, regulations, procedures, and standards of conduct for the school or school district.

(5) Each school shall develop a process for discussing the district's sexual harassment policy. The process shall ensure the discussion addresses the definition of sexual harassment and issues covered in the sexual harassment policy.

[Statutory Authority: 1994 c 213. 94-23-043 (Order 94-14), § 392-190-058, filed 11/10/94, effective 12/11/94.]

WAC 392-190-060 Compliance—Local school district—Designation of responsible employee—Notification. (1) The superintendent of each school district shall immediately designate at least one employee who shall be responsible directly to the superintendent for monitoring and coordinating the district's compliance with this chapter. The employee designated pursuant to this section shall also be charged with the responsibility to investigate any complaint(s) communicated to the school district pursuant to WAC 392-190-065.

(2) Each school district shall, once each year or more often as deemed necessary, publish notice in a manner which is reasonably calculated to inform all students, students' parents, and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this section and the appeal procedure set forth in WAC 392-190-065, WAC 392-190-070 and WAC 392-190-075 as now or hereafter amended.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-060, filed 11/2/89, effective 12/3/89; Order 6-76, § 392-190-060, filed 5/17/76.]

WAC 392-190-065 Compliance—Complaint procedure—District superintendent. (1) Upon receipt of a complaint by a school district in the manner herein described, the employee or employees designated pursuant to WAC 392-190-060 shall investigate the allegations set forth and shall institute such other reasonable procedures to effect a prompt resolution of the complaint: *Provided,* That each complaint communicated to the school district shall be (a) written, (b) signed by the complaining party, and (c) set

forth specific acts, conditions, or circumstances alleged to be violative of this chapter or the specific acts, conditions, or circumstances that would be prohibited by this chapter.

(2) Upon completion of the investigation required by this section in connection with a complaint communicated to the school district, the designated employee or employees shall provide the district superintendent with a full written report of the complaint and the results of the investigation. The district superintendent shall respond in writing to the complaining party as expeditiously as possible but in no event later than thirty calendar days following receipt of such complaint by the school district.

(3) The response of the school district superintendent required by this section shall clearly state either (a) that the school district denies the allegations contained in the complaint received pursuant to this section, or (b) the nature of such reasonable corrective measures deemed necessary to eliminate any such act, condition, or circumstance within the school district: *Provided,* That any such corrective measures deemed necessary shall be instituted as expeditiously as possible but in no event later than thirty calendar days following the school district superintendent's mailing of a written response to the complaining party required by this section.

(4) The complaint procedure required by this section shall not prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established at the school district level by local bargaining agreement.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-065, filed 11/2/89, effective 12/3/89; Order 6-76, § 392-190-065, filed 5/17/76.]

WAC 392-190-070 Compliance—Appeal procedure—Local school board. (1) In the event a complainant remains aggrieved as a result of the action or inaction of the superintendent in resolving a complaint as provided in WAC 392-190-065, said complainant may appeal to the school district board of directors by filing a written notice of appeal with the secretary of the school board on or before the tenth day following (a) the date upon which the complainant received the superintendent's response or (b) the expiration of the thirty day response period provided by WAC 392-190-065, whichever occurs first.

(2) An appeal to the board of directors pursuant to this section shall require the board of directors to schedule a hearing to commence on or before the twentieth day following the filing of the written notice of appeal. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. The board of directors shall render a written decision on or before the tenth day following the termination of the hearing, and shall provide a copy to all parties involved.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-070, filed 11/2/89, effective 12/3/89; Order 6-76, § 392-190-070, filed 5/17/76.]

WAC 392-190-075 Compliance—Contested case—Duty of the superintendent of public instruction. (1) In the event a complainant remains aggrieved with the decision of a school district board of directors rendered pursuant to WAC 392-190-070, the complainant may appeal the board's decision to the superintendent of public instruction. Upon the receipt of a notice of appeal filed in compliance with this section, the superintendent of public instruction shall schedule a hearing to commence on or before the fortieth day thereafter.

(2) A notice of appeal must be received by the superintendent on or before the tenth day following the date upon which the complainant received written notice of the school board's decision. Furthermore, the notice must be in writing and must set forth (a) a concise statement of the portion or portions of the school board's decision which is appealed from, and (b) the relief requested by the complainant/appellant.

(3) Appeals to the superintendent shall be conducted de novo pursuant to the state Administrative Procedure Act (chapter 34.04 RCW). The complainant/appellant shall have the responsibility for prosecuting his or her case and the school district/respondent shall have the duty of defending the decision or portion thereof appealed.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-075, filed 11/2/89, effective 12/3/89. Statutory Authority: RCW 28A.85.020, 28A.85.030 and 28A.85.050. 80-09-017 (Order 80-26), § 392-190-075, filed 7/9/80; Order 6-76, § 392-190-075, filed 5/17/76.]

WAC 392-190-080 Compliance—Violations—Permissible sanctions. In the event a school district is found to be in violation of the requirements of this chapter, the superintendent of public instruction may, by appropriate order pursuant to chapter 34.04 RCW, impose an appropriate sanction or institute appropriate corrective measures, including but not limited to (a) the termination of all or part of state apportionment or categorical moneys to the offending school district, (b) the termination of specified programs wherein such violation or violations are found to be flagrant in nature, (c) the institution of a mandatory affirmative action program within the offending school district, and (d) the placement of the offending school district on probation with appropriate sanctions until such time as compliance is achieved or is assured, whichever is deemed appropriate in the particular case by the superintendent of public instruction.

[Statutory Authority: RCW 34.05.220 [(1)](a). 89-23-001 (Order 15), § 392-190-080, filed 11/2/89, effective 12/3/89; Order 6-76, § 392-190-080, filed 5/17/76.]

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